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ABSTRACT

This SPEC (Systems and Procedures Exchange Center) Kit and Flyer reports results of two surveys conducted in 1996 and 1998 that examined ARL (Association of Research Libraries) member libraries' World Wide Web history, development, use, and activities. Fifty-six out of the then 119 ARL member institutions responded to the 1996 survey, and 68 out of 121 returned the 1998 survey. Results are briefly summarized in the following areas: (1) Web site development, including guidelines for design, software used, and links; (2) Web site management, including Web administrators, Web servers, frequency of updating home pages, and Y2K (year 2000) compliance; and (3) issues and trends, including three phases of Web site development among ARL libraries and recommended components of a library home page. Copies of both questionnaires with responses are included. Representative documents include Web development guidelines and policies from the University of Alberta, University of California-Davis, University of Iowa, Laval University (Quebec), Library of Congress, Massachusetts Institute of Technology, University of Oregon, University of Pennsylvania, Virginia Tech, and University of Washington, as well as home pages from 23 libraries. A list of 11 selected books and journal articles is included. (MES)

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ED 433 847

SPEC

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Kit 246

Web Page Development and Management

June 1999

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ASSOCIATION OF RESEARCH LIBRARIES
OFFICE OF LEADERSHIP AND MANAGEMENT SERVICES

SPEC
SYSTEMS AND PROCEDURES EXCHANGE CENTER

Flyer 246

Web Page Development and Management

June 1999

Introduction

The World Wide Web (WWW) is an HTML-based, information retrieval system that provides end users with an easy tool for accessing global information. Since the inception of the University of Illinois National Center for Supercomputing Applications (NCSA) Mosaic software in 1993, the WWW has rapidly emerged as one of the most popular and information-rich Internet resources. The tremendous success of the WWW has led to the rapid growth of library web-based information, collections, and services. It is now possible to access many library resources in full-text and multimedia formats (e.g., audio, image data, video) online.

Survey Results

A survey of ARL library homepages on the WWW was first conducted in 1996. It was designed to answer a number of basic questions about ARL libraries in cyberspace: which libraries had begun creating library web homepages, as well as when and how they had begun development. Also of interest was the development of web-based collections and services, web software and hardware, and web management. Because the following two years was a significant period in the development of web-based information technology, a second survey was distributed in May 1998 to gather more recent data and update the 1996 findings. Fifty-six out of the then 119 ARL member institutions (47%) responded to the 1996 survey, and sixty-eight out of 121 ARL member institutions (56%) returned the 1998 survey. This set of responses helps to characterize ARL member libraries' World Wide Web history, development, use, and activities.

Website Development

In 1996, building a library homepage on the web was still relatively new to ARL libraries. Ninety-six percent of the responding institutions had built websites in the previous 24 months. Fifty-four percent of the respondents did not have guidelines for homepage design. Seventy-three percent provided text-only resources on their homepages, although quite a number also used current web development techniques, such as CGI Scripting (77%), Active X (7%), and Java Applets (16%). In 1998, 67% of the libraries had guidelines, and many were planning to add new web-based services and features. The success of library websites can be seen in the tremendous increase in the number of hits per month that they experienced. The average number of hits per month more than doubled from 1996 to 1998.

Because web software is the core component of any website, it is interesting to compare ARL members' choices to other website developers. The web software products used in ARL libraries differs slightly from that used on the Internet in general. As of December 31, 1998, the top three web server software products used by ARL libraries were Apache (34%), Netscape (30%), and NCSA (12%). Microsoft products were a distant fourth (8%). In comparison, as of December 1998, according to a Netcraft survey,[1] the most widely used server software throughout the Internet was Apache (50%). Microsoft server software had a 24% share of the market, and Netscape had only a 7% share.

Web browser software, designed for discovery and retrieval, has proved to be a powerful and useful tool for bringing information-rich Internet resources to a user's fingertips. It provides a unified interface to the diverse protocols, data formats, and information archives available on the web. The 1996 survey showed that member libraries were using multiple browsers. Netscape was the most used web browser (98%), followed by Lynx (73%), Microsoft Internet Explorer (42%), and NCSA Mosaic (36%). In 1998, however, the data shows a different distribution, with 91% using Netscape, 48% using Internet Explorer, 43% using Lynx, and 9% using Mosaic.

The 1996 survey results revealed that ARL library websites were serving as a common access point to library electronic resources. The primary services provided on library homepages were links to online public access catalogs (98%), links to other library homepages (93%), and access to reference resources (91%). Forty-one percent of library homepages had a "new acquisition list" online. Training or guides for end users on how to use the web were provided by 78% of the libraries surveyed. By 1998, 93% of the responding libraries had information resources that were available only through their websites, such as JSTOR and electronic reserves.

Website Management

"Library Web Master" became one of the hottest new positions in academic libraries in the mid-1990s. In 1996, 48 survey respondents (86%) had at least one web administrator, with an average of 3 FTE devoted to library web development. Almost an equal number had such a position in 1998, but web development responsibilities were spread much more broadly across the library staff. Seventy-six percent of the web administrators had the professional title of "librarian." In 1996, 47 of the respondents' websites (84%) were administered by the library, while 13% were jointly managed with other academic/research units.

Of those ARL libraries responding to the 1996 survey, the majority administered at least one Unix-based (89%) or NT (27%) web server, with an average of 2.2 servers per site. In 1998, there were many more servers in ARL libraries. Thirty-four percent of respondents had five or more web servers running a variety of software.

Because of the dynamic and interactive nature of the web, ARL libraries update their homepages frequently. Of those responding to the 1996 survey, the majority reported updating their pages daily or weekly. A similar frequency was reported in 1998.

The year 2000 crisis has made Y2K compliance a hot topic, as well as a challenge, within ARL libraries. The 1998 survey results indicated that only 53% of respondents are Y2K compliant. The situation has been improving, one hopes, since the data was collected.

Issues and Trends

The World Wide Web is a powerful tool, a multimedia resource that greatly enhances the library's traditional role as an information organizer and provider. Since the first websites began appearing in ARL member institutions in early 1993, there have been three phases of development.

The first phase could be described as the "outreach" period. Early websites reflected efforts to build a main homepage which represented a library's physical image, from library hours to OPAC links. It was a task-oriented model, sending the traditional messages about library locations and services.

The second phase could be called the "user-centered virtual library on the web." Many sites are still in this customer-oriented stage of development, as they are based on subjects, electronic course reserves, and events-driven content such as web exhibits of special collections, new book notices, and new journal notifications—to name a few. This phase mirrors libraries' efforts and commitment to expand a virtual electronic library beyond space and time.

The third phase is still developing, and it is more individually oriented. Web contents, interfaces, and subjects are likely to build upon an individual user's profile, behavior, and history of use. This specialized model is based on newly available commercial web tracking and measurement tools that can generate a self-report or individualized homepage based on the user's individual information needs. This is a natural extension of the previous user-centered model into a new, technologically more sophisticated level.

Progress has been made since the 1996 survey, but more remains to be made. The web browser is becoming a leading library OPAC interface, replacing traditional text-based interfaces. By the end of 1998, 84% of respondents had web platforms for their library online catalogs. This trend will undoubtedly continue. Most ARL libraries provided search engines for their websites in 1998—a significant improvement over the two years previous—but many websites still lack standards and user validation. And although a majority of respondents (83%) reported in 1998 that overall their library collections and services were "much better" since the establishment of their websites, 63% still did not have official electronic collections development policies or guidelines.

Building a well-balanced library website is a multi-level and complex task that involves virtually every librarian or information provider as well as the user community. Library web development demands professional expertise, networking and web authoring skills, and artistic creativity. A high-profile library website should incorporate the following components into its homepage: easy navigation, strong graphics, rich content, multimedia formats, a well-indexed search engine, and fast communication.

This SPEC Flyer and Kit were prepared by Y. Peter Liu, University of Delaware, as part of the OLMS Collaborative Research/Writing Program.

[1]Netcraft <http://www.netcraft.com/> is a networking consultant company based in Bath, England. It is well known for its Web Server Survey that measures all aspects of the Internet topology, including web servers, operating systems, content technologies, streaming media, virtual hosting, and ISP markets.

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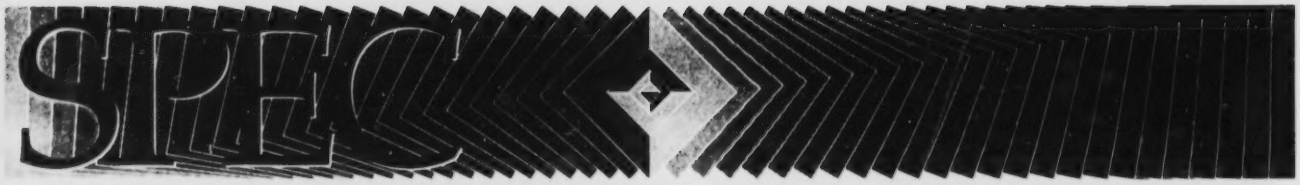

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Web Page Development and Management

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June 1999

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Committed to assisting research and academic libraries in the continuous improvement of management systems, OLMS has worked with its constituents since 1970 to seek the best practices for meeting the needs of users. The OLMS Information Services Program maintains an active publications program best known for its Systems and Procedures Exchange Center (SPEC) Kits. Through the OLMS Collaborative Research/Writing Program, librarians work with OLMS staff in joint research and writing projects. Participants and staff work together in survey design, writing, and editing publications that provide valuable insights and management perspectives on emerging trends, issues, and concerns of the academic and research library community. Originally established as an information source for ARL member libraries, the SPEC program has grown to serve the needs of the library community worldwide.

What Are SPEC Kits and Flyers?

Published ten times per year, SPEC Kits and Flyers contain the most valuable, up-to-date information on the latest issues of concern to libraries and librarians today. SPEC Kits and Flyers are the result of a program of surveys on a variety of topics related to current practice and management of library programs in the ARL membership. The SPEC Flyer is a summary of the status of a current area of interest. It comments on the present situation, reports on the results of an ARL membership survey, and forecasts future trends. The SPEC Kit contains the SPEC Flyer and the best representative supporting documentation from the survey in the form of policy statements, handbooks, manuals, cost studies, user studies, procedure statements, planning materials, and issue summaries. A valuable feature of each SPEC Kit is its selected reading list containing the most current literature available on the topic for further study.

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SPEC Kits and Flyers can be ordered directly from the ARL Office of Leadership and Management Services or through your library vendor or subscription agent. For more information, contact the ARL Publications Department at (202) 296-2296, fax (202) 872-0884, or <pubs@arl.org>. Information on this and other OLMS products and services can be found on the ARL website <http://www.arl.org/olms/infosvcs.html>. The website for SPEC Kits and Flyers is <http://www.arl.org/spec/index.html>.

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Kit 246

Web Page Development and Management

June 1999

Table of Contents

Survey Results 3

Ranking of Web Server Software Used at ARL Libraries 11
1996 SPEC Survey on Library Homepages on the World Wide Web 12
Responding Institutions 20

Representative Documents

Web Development Guidelines and Policies

University of Alberta
Web Site Standards—Contents 23

University of California–Davis
Requirements and Guidelines for UC Davis General Library Web Pages 24

University of Iowa
Publications Review Advisory Committee: Publications Guidelines for Print and Electronic Publications 26

Laval University
Politique éditoriale pour la construction et la mise à jour du site Web de la Bibliothèque 34

Library of Congress
World Wide Web Style Guide 43

Massachusetts Institute of Technology
Guidelines for MIT Libraries WWW Pages 44

University of Oregon
Standards & Guidelines for UO Library Web Publications 56

University of Pennsylvania
Guidelines for HTML Development on the Penn Library Web 58

Virginia Tech
Principles for University Libraries Web Pages 59

University of Washington
Guiding Principles for the Libraries Web Initiative 61

Library Homepages on the Web

University of Alberta 65

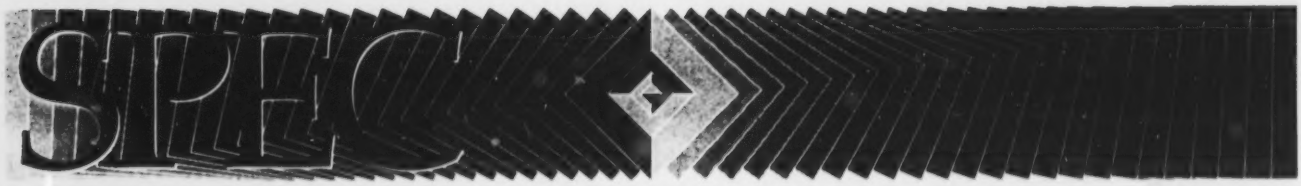
Brown University 66

University of California–Davis 67

Canada Institute for Scientific and Technical Information (CISTI) 69
University of Delaware 70
University of Florida 71
University of Georgia 72
University of Guelph 73
University of Iowa 74
Johns Hopkins University 75
Laval University 77
Library of Congress 78
Massachusetts Institute of Technology 79
New York Public Library 80
University of Oregon 81
University of Pennsylvania 82
Queen's University 83
Smithsonian Institution 84
University of Texas 85
University of Virginia 86
Virginia Tech 87
University of Washington 88
University of Western Ontario 89

Selected Resources

Books and Journal Articles 93



SYSTEMS AND PROCEDURES EXCHANGE CENTER

SURVEY RESULTS

WEB PAGE DEVELOPMENT AND MANAGEMENT

The World Wide Web continues to grow as one of the most popular and information-rich online resources, and web browsers have become a primary information seeking and retrieval interface. Yet very little has been published about the history, current usage, and trends in web-based services and collections among academic research libraries in North America. In the summer of 1996, a survey of ARL libraries and their websites was distributed to discover basic facts about ARL libraries in cyberspace. The survey collected statistics on ARL libraries' use of web technologies, including information about hardware and software, historical trends, budgets, web-based databases, access, services, and personnel. The unpublished results of the survey showed, for example, that 96% of the ARL members who responded had built their own World Wide Web site(s) during the previous two years. In July 1996, the average age of ARL libraries' websites was only 1.5 years.

Given the rapid development of library web-based collections and services, as well as the great changes that have taken place since the 1996 survey was conducted, we are distributing a second survey to gather current data and update the 1996 findings.

This survey was designed by Yaping Peter Liu, Associate Librarian and Head, Systems Support Department, University of Delaware.

Survey responses and supporting documentation should be received no later than June 1, 1998. As always, your individual responses to the survey will be treated confidentially.

Note: Sixty-eight out of 121 ARL libraries (56%) responded to the survey.

1. Please provide the URL for your library's main/official website.

   See ARL Member Libraries' Information Servers at <http://www.arl.org/members.html>.

2. How many dedicated web servers (both production and development) do you have?

1–2	29	47%
3–4	12	19%
5 or more	21	34%

3. Do you have a webmaster?

Yes	46	74%
No	16	26%

4. What is this person's employee classification?

Librarian	35	76%
Nonlibrarian professional staff	11	24%

5. In addition to your webmaster, how many people at your library are devoted full- or part-time to the web effort? For example, if you have three people assigned to web management, but each devotes only half time to this assignment, the FTE is 1.5.

Activity	Staff Range	FTE Average
Resource development	0–50 (N=37)	2.1 (N=27)
Programming	.1–40 (N=24)	1.2 (N=34)
Technical support	.25–6 (N=30)	1.1 (N=33)
Graphic design	0–11 (N=19)	.8 (N=28)
Other related functions	.025–5 (N=13)	.9 (N=13)

6. How are the commercial web-based electronic resources (i.e., OCLC First Search, Expanded Academic ASAP, Britannica Online, etc.) funded? Check all that apply. (N=67)

Serial funds	52	78%
Book funds	41	61%
Electronic resource funds	35	52%
Academic departments or schools	22	33%
Endowments	17	25%
Gifts or grants	17	25%
Library operation funds	12	18%
Other	11	16%

Other sources of funding include consortia, state-wide library system, university system, and end-of-year funds.

7. What kinds of restricted access does your library provide to those commercial web-based resources? Check all that apply. (N=66)

IP-based encryption	50	76%
On campus only	39	59%
In library use only	37	56%
Proxy server-based access	30	45%
Out of campus/general public	9	14%
SSL (Secure Socket Layer) encrypted HTTP	7	11%
SHTTP (Secure Hypertext Transfer Protocol)	4	6%
Other	20	30%

Other methods include passwords, barcode, PIN, certificates, Kerboros Name Directory, DCE authentication, and web scripts.

8. Does your library have any information resources that are available ONLY through the library website (e.g., JSTOR, e-reserves, etc.)?

Yes	55	93%
No	4	7%

9. What kinds of output devices do you provide to the public to use library web-based collections (i.e., full text articles) and services (i.e., interlibrary loan requests)? Check all that apply. (N=67)

Output Device	With Fee	Without Fee
Laser printer	36	29
Fax for faculty/staff	9	10
Email	8	53
Fax for students	7	8
Dot matrix printer	5	25
Floppy disk download	5	57
Others	2	4

10. Does your library have an official electronic collections development policy?

Yes	25	37%
No	43	63%

11. Does your university or library have website development guidelines?

University Guidelines:

Yes	39	70%
No	17	30%

Library Guidelines:

Yes	44	67%
No	22	33%

12. What primary browsers is your library using and supporting? (N=67)

Netscape 4.x	61	91%
Netscape 3.x	56	84%
Microsoft Internet Explorer 4.x	32	48%
Lynx	29	43%
Microsoft Internet Explorer 3.x	27	40%
Netscape 2.x	21	31%
Microsoft Internet Explorer 2.x	11	16%
NCSA Mosaic	6	9%

13. What services do you provide on your homepage? (N=67)

Links to other library pages	65	97%
Reference/research	63	94%
Link to parent organization (e.g., campus)	61	91%
Online catalog (telnet connection)	60	90%
Library news/calendar/events	60	90%
User instruction in library and information skills	59	88%
Network databases	54	81%
Search engine	54	81%
Library administrative matters	45	67%
Information related to library fund raising	29	43%
New book list	26	39%
Staff training	24	36%
Audiovisual service	23	34%
Other	27	40%

Other services include electronic reserves, request forms for all kinds of library services, links to digital projects and exhibits, subject guides, newsletters, help centers, FAQs, etc.

14. Does your library website have a homepage for the library staff directory, i.e., searchable interface to librarians/staff or an alphabetic list?

Yes	47	71%
No	19	29%

15. Does your library OPAC have a web version of its interface for public use, i.e., WebNOTIS?

Yes	57	84%
No	11	16%

16. How frequently do you update library web pages? Check the response closest to your typical frequency. (N=68)

Daily	33	49%
Irregularly	18	26%
Twice weekly	7	10%
Weekly	7	10%
Biweekly	2	3%
Monthly	0	0%

17. Does your library support HTML editors for library staff or recommend them for staff use?

Yes	46	70%
No	20	30%

If yes, is it:

WYSIWYG (What You See Is What You Get) authoring tool	20	63%
NonWYSIWYG authoring tool	12	38%

If your library has an authoring tool of preference, please list it here:

Among the tools most frequently listed were MS Frontpage, Claris Home Page, HomeSite, and Hot Dog.

18. Does your library compile access or log statistics for your website?

Yes	53	78%
No	15	22%

If yes, please list the software you are using:

Among the software most frequently listed were Analog, WebTrend, WWWstat, Pwebstats, Getstats, and locally developed code.

What was your monthly "hit" average for January 1 to April 30, 1998 (the number of times per month your homepage was accessed)? (N=50)

Range	Number	Average
1–9,999	6	5,029
10,000–19,999	9	13,139
20,000–49,999	11	31,499
50,000–99,999	9	74,431
100,000–999,999	12	341,598
1,000,000+	3	2,934,940

19. Do you plan to implement a new website, new web-based services, or new features within the next year?

	Yes	No
Web-based services (i.e., e-reserves)	57	11
New tools/features	54	14
Redesign main site	45	28
Redesign departmental sites	34	34
Other Usability testing, tutorials and user instruction, new search engine, streaming video, new digital collections	15	53

20. Is your organization or library Y2K ready or compliant today? There are three main issues: two-digit date storage, leap year calculations, and special meanings for dates.

	Yes	No
Organization	26	30
Library	35	31

If not, please provide specific target dates:

Answers ranged from December 1998 to December 1999.

21. How do you rate your library's overall collections and services to the academic community since the establishment of your website?

Much better	44	83%
Marginally better	8	15%
About the same	1	20%
Worse since the website established	0	0%

22. What are the primary problems your library has encountered in library web-based collections and services?

Responses repeated several common themes, including staffing, technical problems, funding, licensing, and time. Creating web services has been added to the responsibilities of existing staff, often on a volunteer basis and without adequate training. It is therefore difficult to find the time to design, create, update, and maintain websites. It is also difficult to find the time to learn new skills. The wide variety of hardware and software in use by library staff and users creates numerous difficulties for designing websites, creating standards, and providing desired response time. The current state of authentication systems makes off-campus access to some commercial databases difficult, if not impossible. The current lack of adequate preservation techniques for digital information causes archiving worries. While responsibilities have increased, funding has not: respondents reported difficulty finding funds to purchase hardware, software, and databases; maintain parallel print and online products; cover mounting printing costs; and compete for skilled staff. In addition, learning to negotiate licenses for online products is a new challenge for many respondents.

23. What are the chief benefits your library is experiencing with web-based collections and services?

The primary benefits are those associated with remote access to collections and services. The web interface consolidates a range of products and services under one attractive entry point. As a result, more people use more library services more hours of the day and report higher satisfaction. In addition, the web's public relations benefits were highlighted. As one respondent stated, "The web provides both a framework and a communication device for the library's public relations program." Other respondents reported that they now have a stronger presence in the campus community and a higher national and international profile. Several respondents pointed out that the web did provide new staff development opportunities.

RANKING OF WEB SERVER SOFTWARE USED AT ARL LIBRARIES*

DECEMBER 31, 1998

Web Server Software	Number of Libraries Using	Percentage
Apache	43	34%
Netscape	39	30%
NCSA	15	12%
Microsoft	10	8%
Stronghold	3	2%
Mod_perl	3	2%
WN	2	2%
Ben-SSL	2	2%
C2NetUS	2	2%
OSU	2	2%
WebSitePro	1	1%
WebSTAR	1	1%
CERN	1	1%
WebSTAR NetCloak	1	1%
IBM-Secure-ICS	1	1%
III 100	1	1%
PHP	1	1%
TOTAL†	128	

**This information was generated by using the Netcraft Web Server Survey to systematically query each ARL library website. The resulting data return indicated what web server software the website used. Netcraft <www.netcraft.com> is a networking consultant company based in Bath, England.*

†Because a few libraries used more than one type of web server software, the total is greater than the number of libraries surveyed, which was 121.

6 June 1996

To: SPEC Liaisons

From: Barton M. Clark, University of Illinois at Urbana

Re: 1996 SPEC Survey on Library Homepages on the World Wide Web

The World Wide Web is emerging as one of the most popular and information-rich Internet resources. Yet, very little is known about web-based applications or their presence among academic research libraries. The purpose of this survey is to determine which, when, and how ARL libraries have begun creating a library website, collections, and services. Note that we are interested in library-based World Wide Web only, not the Gopher and ftp sites that have been in existence for many years. World Wide Web is characterized by a distributed hypertext-based information system that provides its user-community with an easy method of accessing global information.

Please send this survey and all supporting documentation via mail to Barton M. Clark, Associate University Librarian for Budgeting and Planning, University of Illinois at Urbana.

Survey responses and supporting documentation should be received no later than July 29, 1996.

This 1996 survey was prepared by Yaping Peter Liu, Associate Librarian, University of Delaware, with the help of Barton Clark, Associate University Librarian, University of Illinois at Urbana.

LIBRARY HOMEPAGES ON THE WORLD WIDE WEB

Note: Fifty-six out of 119 ARL libraries (47%) responded to the survey. All data is prior to July 31, 1996.

1. Does your library have a homepage on the WWW (including those administered by other units on campus for your library)?

Yes; skip to question 3.	54	96%
No	2	4%

2. If no, do you anticipate creating a library web page in the foreseeable future?

Within six months	1
Within the next year	0
We are not planning to start a web page at this time.	0

If your library does not have a homepage, you may stop here.

3. If yes, what is your official URL?

For the current list of URLs, see <http://www.arl.org/members.html>.

4. When was the homepage first accessible on the web (month/year)? (N=55)

Average	18.4 months prior to survey
Median	19 months prior to survey

5. How many web servers do you have? (N=55)

1	28	51%
2	4	7%
3	7	13%
4 or more	16	29%

6. Who administers your homepage? (N=56)

Library	47	84%
University computer center	2	4%
Both of the above jointly	7	13%

7. Does your library have a webmaster?

Yes	48	86%
No	8	14%

8. What is this person's affiliation?

Library	47	90%
University computer center	2	4%
Other	3	6%

9. If the person is affiliated with the library, what percentage of time is the person assigned to web activities? (N=48)

Average	42%
Median	30%

10. What are his/her primary responsibilities? Check as many as apply. (N=54)

Provide overall direction for development and maintenance of website(s)	47	87%
Develop web content	45	83%
Respond to web email	44	81%
Handle HTML programming and technical training	38	70%
Recommend web hardware and software	37	69%
Manage web development staff	32	59%
Other	15	28%

11. In addition to your webmaster, how many people at your library are devoted full- or part-time to the web effort, i.e., engaging in library resource development, programming, technical support, or other related functions? What is the full-time equivalent of these positions?

	Average	Median
People devoted to web effort (N=51)	16	10
FTE (N=41)	3	2

12. What are the funding sources for your web-related activities? (N=56)

Library	56	100%
Computer center	12	21%
Campus	2	4%
Other	2	4%

13. If the library has a separate budget for the homepage, what was the amount in fiscal years 1994–95 and 1995–96? (N=48)

Only one library had a separate budget for the homepage. In both years the amount was $2,500.

14. How does your library fund putting resources on the web? (N=49)

Among the responses were book fund, serial fund, operating fund, and gifts.

15. Does your library plan to purchase web-based-only databases during fiscal year 1996-97?

Yes	40	73%
No	15	27%

16. Does your university have a homepage standard or recommended template?

Yes	26	46%
No	30	54%

17. On what platforms is your library implementing web servers? (N=55)

UNIX	49	89%
Windows NT	15	27%
Macintosh	9	16%
NetWare	3	5%
Windows 3.1	3	5%
Windows 95	1	2%
OS/2	0	0%
Other	5	9%

18. What is (are) your web HTTP server(s)? (N=53)

NCSA	34	64%
Netscape Communication Server	17	32%
WebStar/MacHTTP	8	15%
Website	7	13%
CERN	6	11%
Apache	6	11%
Microsoft Internet Information Server	5	9%
EMWAC'S HTTPS	4	8%
Purveyor	2	4%
Other	6	11%

19. On what browsers are you testing for your homepage? (N=55)

Netscape 2.x	54	98%
Lynx	40	73%
Netscape 1.x	26	47%
Microsoft Internet Explorer	23	42%
NCSA Mosaic	20	36%
Spry Mosaic	2	4%
Other	11	20%

20. What services do you provide on your homepage? (N=56)

Link to OPAC	55	98%
Links to other library pages	52	93%
Reference	51	91%
Library information desk	39	70%
Library calendar	39	70%
New acquisition list	23	41%
Reserves	22	39%
Cataloging	22	39%
Staff training	19	34%
Audiovisual service	10	18%
Videoconferencing	0	0%
Other	39	70%

21. Does your library own any information resources that are available only through electronic format on your homepage?

Yes	38	69%
No	17	31%

22. Which of the following resources does your website provide? (N=56)

Inline graphics	56	100%
CGI scripting	43	77%
Text only	41	73%
Image maps	38	68%
Keyword searches of documents in its collection	37	66%
Sound/audio files	17	30%
Java applets	9	16%
Frames	9	34%
Videos/movies	7	13%
Active X	4	7%
Other	6	11%

23. Does your library have reciprocal agreements with other institutions to provide access to resources on your library's homepage, e.g., C.I.C.?

Yes	13	23%
No	43	77%

24. How frequently do you update homepages? (N=55)

Daily	22	40%
Irregularly	19	35%
Weekly	11	20%
Biweekly	4	7%
Monthly	4	7%

25. What type of computer access does your library provide to the web?

Public computers	0	0%
Staff computers	6	11%
Both of the above	50	89%

26. How long has this access been provided? (N=56)

Public:

Average	17.4 months
Median	17 months

Staff:

Average	23.8 months
Median	24 months

27. Does your library provide training or guides on the use of the WWW?

Yes	42	78%
No	12	22%

28. Does your library compile access statistics for your web server?

Yes	44	80%
No	11	20%

If so, what is your monthly "hit" average (the number of times per month your homepage is accessed)? (N=34)

Average	135,976.4 hits/month
Median	16,500 hits/month

29. Do you plan to redesign your home page to include new features (such as frames or Java) within the next year?

Yes	45	80%
No	11	20%

30. Do you plan to expand your budget within the next couple of years?

Yes	36	72%
No	14	28%

31. How do you obtain information about library WWW pages/sites? Check all that apply. (N=56)

Librarians/colleagues	56	100%
Following URLs from other web pages	54	96%
Web search engines	54	96%
Magazines	49	88%
Newsgroups	44	79%
Friends	37	66%
Signatures at the end of email messages	32	57%
Other	14	25%

32. Do you have any favorite library homes pages? (optional)

Yes	7	13%
No	49	88%

If yes, please list the top three library URLs. (optional)

<www.washington.edu/uwired/>
<carousel.lis.uiuc.edu/~jobs/>
<www.emory.edu>
<cutter.lib.umn.edu/Ppages/services.html>
<www-sul.stanford.edu/>
<mel.lib.mi.us/>
<www-lib.iupui.edu/>
<ipl.si.umich.edu/index.text.html>
<www.hks.se>
<www.lib.umn.edu/Ppages/internet.hmtl>
<nimrod.mit.edu/>
<lcweb.loc.gov/homepage/lchp.html>
<www.lib.utexas.edu/>
<www.lib.umn.edu/hours/net-training.html>
<www.virginia.edu/lib-itc.html>
<www.nypl.org>

33. What are your top three information home pages? (optional) (N=18)

<www.yahoo.com>
<altavista.digital.com>
<www.lycos.com>

Responding Institutions

University of Alabama
University of Alberta
Arizona State University*
Boston University†
Brigham Young University†
University of British Columbia*
Brown University
University of California–Davis
University of California–Irvine†
University of California–Los Angeles
University of California–San Diego*
Canada Institute for Scientific and Technical Information*
Case Western Reserve University†
Center for Research Libraries
University of Cincinnati†
Colorado State University
Dartmouth College
Emory University†
University of Florida*
Florida State University*
University of Georgia
Georgia Institute of Technology*
University of Guelph*
University of Hawaii*
University of Houston†
University of Illinois at Urbana
Indiana University*
University of Iowa
Iowa State University*
Johns Hopkins University
Kent State University
University of Kentucky†
Laval University
Library of Congress
Louisiana State University
McMaster University*
University of Manitoba
University of Maryland
Massachusetts Institute of Technology
University of Miami†
University of Michigan*
Michigan State University*
University of Minnesota
National Agricultural Library†
National Library of Canada
National Library of Medicine
University of Nebraska–Lincoln*
University of New Mexico
New York Public Library*
New York State Library*
New York University*
North Carolina State University
Northwestern University†
University of Notre Dame
Ohio University*
University of Oklahoma*
Oklahoma State University*
University of Oregon*
University of Pennsylvania
Pennsylvania State University
Princeton University†
Purdue University
Queen's University
Rice University†
University of Rochester
Smithsonian Institution
University of South Carolina†
Southern Illinois University†
State University of New York at Albany*
State University of New York at Buffalo
State University of New York at Stony Brook
Syracuse University†
Temple University
University of Tennessee
University of Texas*
Texas Tech University*
Tulane University†
University of Utah*
Vanderbilt University*
University of Virginia
Virginia Tech
University of Washington*
University of Waterloo†
Wayne State University
University of Western Ontario*
York University*

If not marked, the institution shown participated in both the 1998 and 1996 surveys.
**1998 survey participant only*
†1996 survey participant only

REPRESENTATIVE DOCUMENTS

University of Alberta Libraries

Web Action Team

Web Site Standards - Contents

Status	
Current Practice	Designates current practice on the Library site. To be reviewed by WAT.
Recommended	Proposed standard - open for discussion. Check here for information on providing feedback.
Ratified	Standards which have been discussed, amended, and ratified by WAT. These will be considered official standards for the Library site.
Campus Ratified	Standards which are set by the broader Campus community.

NOTE: This list consists of the standards currently operative for the Library's web site. Further standards will be added as required.

1. **General Standards**
   - Single Server for Library Web Pages (**Ratified**)
   - Versions of Library web site (**Ratified**)
2. **Maintenance Standards**
   - Timeliness of Web Page Maintenance (**Ratified**)
   - Link Checking Reports Procedure (**Ratified**)
   - Web Page Updating Procedure (**Ratified**)
3. **Standards for all Pages**
   - Required Page Elements
   - End of the Page Code Segment
   - Graphics
   - Layout
   - Link structure
   - Terminology
4. **Standards for Specific Types of Pages**
   - Library Homepage (**Ratified**)
   - Unit Homepages (**Ratified**)
   - Subject Guides (**Current Practice**)
   - Text-Only Readable Pages (**To be determined**)
5. **Background Information**
   - Rationale - The rationale for arriving at these standards.
   - Process - The process used in arriving at these standards.
   - Feedback - information on providing feedback to the Web Action Team.

Back to WAT homepage

Last update: April 16, 1998
Send comments to: webteam@library.ualberta.ca

REQUIREMENTS AND GUIDELINES FOR UC DAVIS GENERAL LIBRARY WEB PAGES

1. **Page content--required elements:**
    1. Every page must list the name, address, and email address of the responsible person or entity, as well as the date of last substantive update.
    2. Every page must have the Library navigation bar at the top with text- equivalent links at the bottom.
    3. Use of the term MELVYL must be in accordance with University of California guidelines.
        - Never use it as a noun. "Data Files for MELVYL" is not allowed.
        - Always use it as an adjective with a generic noun like "system." If the noun describes something that is unique to MELVYL, then it is allowable (e.g., MELVYL user is OK; but MELVYL terminal is not because there s no MELVYL "brand" terminal). If the word "brand" can be added to the phrase and it still makes sense, then it's acceptable (the acid test). Some acceptable terms: MELVYL command, MELVYL database, etc..
        - Always capitalize the full name: MELVYL
        - At the first usage, include the (R) just after the name with a footnote on the bottom saying: "MELVYL® is a registered trademark of the Regents of the University of California." When a page is typeset, the encircled "R" ® is preferred. This can be obtained by entering the following code: &#174 which results in: ® .
    4. Long pages should have "go to top" and "go to bottom" buttons in appropriate places.
    5. Page content must be kept reasonably current.

2. **Design guidelines:**
    1. Web pages must include text equivalents for graphic link buttons so that they can be in compliance with ADA guidelines.
    2. All graphics on web pages must have "ALT" text included which will facilitate access by visually impaired patrons, using screen reader software. This will also aid in making the page accessible to patrons using non graphic browsers (such as LYNX).
    3. Whenever possible, graphics should have height and width information included.
    4. As much as possible, pages should be acceptably viewable with graphic as well as non graphic browsers (LYNX). When a page contains features that are best viewed with one particular browser or version of a browser, a brief statement to that effect must be made at the beginning of the page.
    5. Red on green (or the reverse) images must not be used for critical information.
    6. The first screen of the Library home page, and second-level pages, should have a graphic element that provides, in addition to visual interest, a structural identity; this element must be created so that it transmits and loads quickly.
    7. The top-level page of a structure or sub-structure should fit on one screen.
    8. Buttons and icons for standard functions which are stored on the Library's web server should be used whenever reference is made to those functions, for example, many pages will have a link to a new books lists, or departmental (or Library) hours, and even though the links may go to different files, should use the same symbol.
    9. In developing images for web page graphics, be aware of how page transmission will impact the network, and scan at the lowest possible resolution that will retain clarity.

3. **Link Verification, statistics, feedback:**
    1. Links in the Library's web structure should be validated on a weekly basis. Reports from this checking must be read and acted upon by page owners in a timely manner.
    2. Monthly statistical reports on usage of the Library's web pages is available at http://www.lib.ucdavis.edu/staff/stats.html.

4. **Procedures:**
    1. The Web Editor will maintain the Library's home page, in consultation with the Web Editorial Board (WEB). The Access Services Department, the Library Administration and the WEB will be involved in the development and maintenance of the top level library

pages.
2. Departmental liaisons will notify the Web Editor of new pages or pages with structural changes (such as the addition of tables, frames and new graphics).
3. Scripts and other executable programs (such as search engines and forms) used within the web structure must be developed in consultation with the Library Systems Department.

UC Davis General Library;
send comments to pjzindel@ucdavis.edu.
Page last updated 17 April 1997.

The University of Iowa Libraries
Publications Review Advisory Committee

Publications Guidelines for Print and Electronic Publications

GUIDELINES

GUIDELINES View in PDF Format (soon to be available)

Download Logo

PRAC Charge

Current PRAC Members

The following document represents the efforts of the Publications Review Advisory Committee (PRAC). PRAC was formed in 1997 to create publications guidelines and to review publication related issues. The purpose in creating guidelines is to assist staff in developing publications for internal and external use and to impart consistency in how the UI Libraries are represented through print and electronic materials. Please note that implementation of the guidelines will be phased in as existing publications need to be updated or new publications are created. No individual or department will be expected to redo all their publications immediately. Moreover, review of the guidelines and publications will be an ongoing task for PRAC. This will not be a rigid document. Suggestions and recommendations for change will be considered on a regular basis. Review of the guidelines and publications will be an ongoing task for PRAC. For more information, see the PRAC Committee Charge and its Current Members.

University Libraries, University of Iowa
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URL: http://www.lib.uiowa.edu/prac/index.html
Last updated: Monday, February 22, 1999

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The UNIVERSITY of IOWA LIBRARIES
Publications Guidelines for Print and Electronic Publications
March 1999

INTRODUCTION

These publications guidelines have risen from a need that came to be recognized during 1996-98 by the University Libraries Administration, by the Publications Review Advisory Committee (PRAC), and by PRAC's ad hoc predecessor committee. This was the need to impart some consistency to the "look," or rather "looks," of print and electronic publications produced by the various library units for various user groups – "looks" which had become varied and distinctive to the point where, in some instances, the UI Libraries' provenance was not at all clear. The guidelines were created by PRAC to address this need.

While these guidelines do impose requirements, they also offer help. The web page version of these requirements (http://www.lib.uiowa.edu/prac/index.html) offers an array of pertinent information and templates – a "toolkit" of sorts – to assist staff members in the creation or revision of publications.

PRAC's main purpose here is to help library staff members impart consistency to library publications while imposing a minimum of impedimenta. Staff members are not required to make a special project of revising publications in accord with the guidelines. Rather, the guidelines should be used when new publications are created and when older publications are revised in the normal course of events. Staff members are not required to "check" those new or revised publications with any member of PRAC prior to publication. Rather, primary responsibility for adherence to these guidelines resides with the staff member or unit who is creating or revising the publication. PRAC does ask that one print or electronic copy (or URL referencing an electronic document) of any new or revised publication produced at level 2, 3, or 4 be sent to PRAC's chair, for oversight purposes.

Staff members are encouraged to bring questions and suggestions regarding the guidelines to any "term member" of PRAC or the Public Relations Coordinator. PRAC recognizes that during the first year or two of implementation, there are likely to be many questions – and much that can be improved as a result of staff suggestions.

These guidelines do not cover publications produced jointly by the UI Libraries with other institutions (e.g., the Law Library, the UI Center for Teaching, ITS). Persons producing such joint publications are of course welcome to employ all or part of these guidelines.

– 1997/98 Publications Review Advisory Committee, University of Iowa Libraries
Term Members: Hope Barton, Christine Lee, Michael Levine-Clark, Toby Lyles, John Schacht (chair); Consulting Members: Marsha Forys, Sue Julich, Paul Soderdahl; Ongoing Member: Marguerite Perret

CONTENTS

- QUICK GUIDE: FOR DETERMINING WHAT LEVEL OF PUBLICATION YOU ARE CREATING AND REQUIREMENTS FOR THAT LEVEL
  Use this page to determine whether your publication is at level 1, 2, 3, or 4. Once that is determined, use it to determine what requirements you should use or consider using. (Note: If you have difficulty determining the level of your publication, seek further help from Appendix I and/or Appendix II.)
- GLOSSARY OF TERMS: TO BE USED WITH 'QUICK GUIDE TABLE'
  Use these pages to learn more about the requirements for your publication.

- STYLE SHEET
  If your publication is at level 2, 3, or 4, refer to this style sheet and employ it in the

creation/revision of your publication. Its use is optional at level 1.

- APPENDIX I: DETAILED HELP: CHART FOR DETERMINING WHAT LEVEL OF PUBLICATION YOU ARE CREATING

- APPENDIX II: DETAILED HELP: EXAMPLES FOR DETERMINING WHAT LEVEL OF PUBLICATION YOU ARE CREATING

If you are having difficulty determining whether the level of your publication is 1, 2, 3, or 4, seek help from these appendices.

QUICK GUIDE

FOR DETERMINING WHAT LEVEL OF PUBLICATION YOU ARE CREATING AND REQUIREMENTS FOR THAT LEVEL[1]

TYPE OF PUBLICATION	REQUIREMENTS: UI LIBS' NAME	CONTACT INFO	DATE	AUTHOR	UNIT NAME	LOGO	REFER TO STYLE SHEET	TEMPLATES
LEVEL 1 a) Internal use (policies and guidelines b) Class handouts c) Broad distribution memos or working documents d) Conference handouts (by individual author)	R	A	R	A	O	O	O	O
LEVEL 2 a) Announcements of events/programs on campus b) Service forms c) Conference handouts (by unit or institution)	R	A	R	A	A	O	R	O
LEVEL 3 a) GUIDES AND MAPS Glossaries Guides for specific user groups Guides to using services Guides to bibliographic and non-bibliographic tools Guides to using collections Listings of resources and bibliographies Maps b) Unit achievement reports c) Announcements primarily aimed off-campus d) Results of surveys	R	A	R	A	R	R	R	O
LEVEL 4 a) Official policies and guidelines b) Promotion with emphasis on service c) Promotion, external d) Publicity - recurring event	R	R	R	A	R	R	R	O

R = required O = optional A = as appropriate

No requirements: Things received (e.g., from Educom, CRL, ISI) that are redistributed

[1]*refer to glossary for definition of terms*

GLOSSARY OF TERMS
TO BE USED WITH QUICK GUIDE

A. COLUMN HEADINGS

1. "UI LIB'S NAME": This should appear on the first page of a print publication or near the top of an electronic publication as a heading, or a label, or in some other way that clearly indicates the UI Libraries' provenance. When employed in this way, the name is to be one of the following:

   a. The University of Iowa Libraries
   b. The University Libraries, The University of Iowa
   c. The University Libraries (on campus only)
   d. UI Libraries

a. and b. are more formal and are generally interchangeable, though there may be special, highest level publications that require the most formal b. (e.g., annual reports, special fund raising documents). c. and d. are less formal, should be confined to on-campus publications, and should be used with special care above levels 1 and 2.

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2. "CONTACT INFO": Provide the means by which the creator (or another person or unit if appropriate) can be contacted: phone, e-mail, web address, physical address, etc. Generally, contact information should become increasingly inclusive and formal (system name, department, phone, mailing address) as the document moves from the lowest to highest levels. How much information is appropriate is left to the discretion of the author and unit supervisor. e.g.:

a. lowest (information is included as appropriate):
- Fay Raye, Media Services, (319) 335-5768
- Fay Raye, fay-raye@uiowa.edu, Media Services
- Media Services, lib-media-services@uiowa.edu
- Media Services, (319) 335-5768
- University Libraries, (319) 335-5867
- University of Iowa Libraries, (319) 335-5867

b. highest (an individual's name is not required when not appropriate)
-Fay Raye, Curator of Film and Video, Media Services, Main Library, 100 Main Library, Iowa City, IA 52242-1420, (319) 335-5768, fay-raye@uiowa.edu, world wide web: http://www.lib.uiowa.edu/film.html

3. "DATE": date of creation or revision as most appropriate. e.g.:
a. (for creation date): 4/11/98, July 1998, summer 1998
b. (for revision date); rev. 4/11/98, rev. July 1998, rev. summer 1998

4. "AUTHOR": person, department or unit responsible for creating the document.
- Fay Raye, Media Services
- Fay Raye, curator, Media Services
- Media Services

5. "UNIT NAME": Department AND/OR unit within a department (see also 'style sheet', p. 8, section 5), e.g.:
- Hardin Library for the Health Sciences
- Information Commons, Hardin Library for the Health Sciences
- Information Commons
- Information, Research and Instructional Services (IRIS)
- Media Services, IRIS
- Media Services

6. "LOGO": The logo will be provided on stationery and templates, and in electronic format. The logo (currently under development) will consist of a graphic and text.
- At the lower levels, the logo is optional, and either part of the logo may be used if deemed appropriate.
- At the highest level, both parts of the logo are required.

7. "REFER TO STYLE SHEET": A style sheet is provided (p. 8) to assist with preferred formats for citations, locations with call numbers, typing instructions, and use of branch libraries names. Use of the style sheet is optional at level 1 and required at levels 2-4.

8. "TEMPLATES": templates for print publications and for web pages will be developed and available electronically to staff for a variety of purposes and formats including: memos, stationery, postcards, announcements and guides. The use of templates is always optional. They will be provided as a convenience to staff.

B. LEVELS

1. "LEVELS" refers to extent that specific formats and/or information are required. The 'level' is ordinarly predicated on the magnitude of distribution and the degree of permanence of the publication (see Appendix I for clarification).

2. Scale: Level 1 (lowest) = fewest number of requirements. Level 4 (highest) = greatest number of requirements

C. KEY TO QUICK GUIDE TABLE

1. "REQUIRED": must be used unless there are special circumstances (in purpose or design) as determined by the author's supervisor with approval from Libraries administration (Director's level).

2. "OPTIONAL": At the discretion of the author and/or supervisor of the publication.

3. "AS APPROPRIATE": to be determined by the author and/or supervisor of the publication.

STYLE SHEET

Note: The following are required in publications at levels 2-4. They are optional in publications at level 1.

1. CITATION FORMAT: When providing full citations for information sources, follow a style manual appropriate for the field, e.g. Chicago/Turabian, MLA, APA. (Exception: the coordinator or creator of a series or a serial publication involving disparate fields may depart from this requirement in order to achieve consistency.)

2. CITATION FOR ELECTRONIC SOURCES: Make the format of full citations to electronic sources consistent within a publication, and follow either (1) formats offered by field-specific style manuals (e.g. Chicago/Turabian, MLA, APA) or (2) a widely accepted style manual for electronic sources.

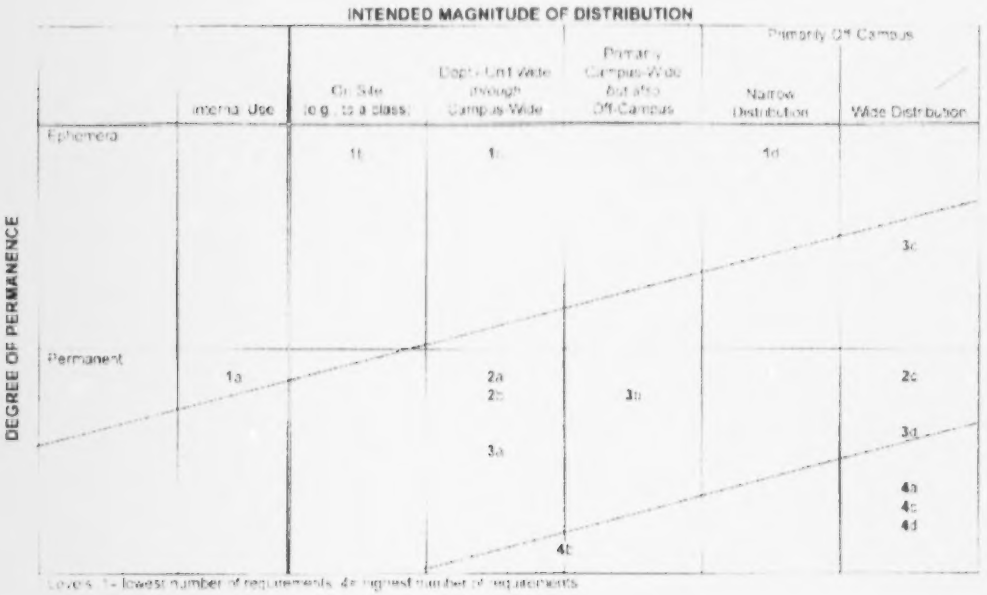
3. CALL NUMBERS: When spelling out locations-with-call numbers of cataloged items, first give the location, as it is phrased (or would be phrased) in LCAT. (This is unnecessary if the location is already clear from the context.) Then provide the call number as it is spelled out (or would be spelled out) in LCAT. Example: MAIN E445 .S7 S39 1997. If this information is provided after the title of the item (or its full citation) has been provided, enclose the information in parentheses – e.g., The University of Iowa in the Twentieth Century (MAIN LD2568 .P47 1990).

4. KEYBOARD CONVENTIONS: In instructional publications, when indicating exactly what a library user is to type, use lower case and bold, e.g. **k=apes and (sign adj language)**. But where upper case is necessary, use upper case. Some other examples of usage in indicating what the user is to type: (1) …**type exp k <ENTER>** (2) …**type k=<title word>.ti.**

5. NAMES OF LIBRARIES' UNITS: When using names of branch libraries or other University Libraries units, employ the full, proper name of the unit when the name is first used.

APPENDIX I: DETAILED HELP CHART

FOR DETERMINING WHAT LEVEL OF PUBLICATION YOU ARE CREATING



APPENDIX II: DETAILED HELP EXAMPLES FOR DETERMINING WHAT LEVEL OF PUBLICATION YOU ARE CREATING

1

		Examples of existing Libraries publications
1a	internal use policies and guidelines	review process staff policies guidelines for press releases supervisor's handbook department intranet pages links to URLs for staff use
1b	class handouts	print handouts web pages used for a course or instructional session
1c	broad distribution memos	cancellation lists
1d	handouts at conference sessions by an individual	print handouts web pages for a conference session downloadable presentations/documents

2

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		Examples of existing Libraries publications
2a	announcements of events/programs on campus (one-time or recurring)	campus web clinic electronic resources for historical research finding info on Internet LOTs live chat library student positions circulation – returning your books
2b	service forms	ref./consultation form Arcade classroom reservation form
2c	handouts at conference by unit or institution	

3

		Examples of existing Libraries publications
3a Guides and Maps	glossary	LCSH library terms LCCS
	guide for specific user groups	users with disabilities rhetoric students
	guides for using services	HLHS ILL electronic reference reference consultations ADS/SDI Arcade do's and don'ts graduate carrels Arcade course folders
	guides to biblio and non-biblio tools	library explorer on-site access to non-UI collections OASIS guides Healthnet bulletins lists of linked URLs Internet guides electronic sources government info sources
	guides to using collections	John Martin Rare Book room location journals in HLHS info bulletins (Maps, Media Services, Arcade)
	listings of resources and bibliographies	guide to info bulletin modern European women's history style manuals research guides
	maps	self-guided tour map of library location of materials
3b	unit achievement reports	description of courses in Arcade
3c	announcements primarily aimed off-campus	P&S job announcements
3d	results of surveys	

		Examples of existing Libraries publications
4a	official policies and guidelines	checkout policies info for donors of gifts in kind collection development policies circulation information arcade public services
4b	promotion with emphasis on service	LWIS homepage and second-level pages branch library home pages (third-level pages) Arcade faculty brochure user education programs quick facts
4c	promotion, external	newsletter
4d	publicity – recurring event	exhibitions

Politique éditoriale pour la construction et la mise à jour du site Web de la Bibliothèque

Table des matières

1. **Introduction**

2. **But de la politique éditoriale**

3. **Principes généraux de la politique éditoriale**

- 3.1 Responsabilité
- 3.2 Rôle des différents intervenants
- 3.3 Conformité avec les programmes de la Bibliothèque
- 3.4 Clientèle visée
- 3.5 Qualité et fiabilité
- 3.6 Formats de documents utilisés
- 3.7 Droit d'auteur
- 3.8 Accueil de pages d'information en provenance des unités d'enseignement
- 3.9 Simplicité
- 3.10 Mise à jour
- 3.11 Sécurité informatique

4. **Modalités d'application de la politique éditoriale**

- 4.1 Adresse électronique pour questions et commentaires
- 4.2 Texte introductif pour chaque page d'entrée
- 4.3 Rappel des rubriques de la page d'accueil du site Web
- 4.4 Présence d'une page Nouveautés et structure de l'information
- 4.5 Contenu des pages
  - 4.5.1 Éléments essentiels du codage HTML
  - 4.5.2 Date de la dernière mise à jour
  - 4.5.3 Liens hypertextes effectués sur du texte signifiant
  - 4.5.4 Listes et menus
  - 4.5.5 Indexation à l'aide de descripteurs
  - 4.5.6 Utilisation des caractères accentués
- 4.6 Présentation des pages
  - 4.6.1 Les fonds
  - 4.6.2 Les bandeaux
  - 4.6.3 Les boutons de navigation
  - 4.6.4 Les images
  - 4.6.5 Liens sur les documents cités
- 4.7 Adressage relatif
- 4.8 Pages personnelles
- 4.9 Politiques propres à certaines pages

40

5. **Annexes**

5.1 Université Laval. Bibliothèque. Ressources par domaines. Comité éditorial
5.2 [Politique éditoriale pour les pages de ressources par domaines]
5.3 Procédure pour ajouter une banque dans Portail

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1. Introduction

La présente politique éditoriale a pour objectif d'établir les principaux paramètres relatifs à la construction et à la mise à jour du site Web de la Bibliothèque de l'Université Laval. La politique vise donc à instaurer des normes d'édition du contenu du Web et de sa présentation.

2. But de la politique éditoriale

Cette politique porte autant sur la sélection et l'inclusion de nouvelles ressources et informations que sur les mises à jour apportées à ces ressources et informations.

La politique vise également à définir le rôle des différents intervenants impliqués dans le développement du site Web: le Comité de gestion des serveurs d'information, les membres du personnel, et plus spécifiquement, les conseillers et conseillères à la documentation et la Direction de la Bibliothèque par le biais du Comité directeur des projets informatiques.

3. Principes généraux de la politique éditoriale

3.1 Responsabilité

La responsabilité du site Web de la Bibliothèque relève du Comité de gestion des serveurs d'information dont les membres sont nommés par le Comité directeur des projets informatiques à qui le Comité de gestion fait rapport.

3.2 Rôle des différents intervenants

Le Comité de gestion des serveurs d'information: Mandat

En conformité avec les orientations du Comité directeur, ce comité effectue les démarches pour que la Bibliothèque opère des serveurs d'information dans Internet.

Plus spécifiquement, ce comité voit à :

- Élaborer les politiques et les procédures nécessaires au bon fonctionnement des serveurs d'information
- Assurer la bonne application de la politique éditoriale des serveurs d'information de la Bibliothèque de l'Université Laval
- Structurer l'accès aux ressources à diffuser
- Coordonner les activités du serveur Intranet de la Bibliothèque de l'Université Laval
- Élaborer les plans de formation et d'information reliés aux serveurs d'information
- Identifier les ressources de l'Internet à rendre accessibles
- Assurer un contact avec les autres serveurs d'information sur le campus, en particulier avec Alérion
- Promouvoir l'utilisation des serveurs d'information de la Bibliothèque de l'Université Laval

Les conseillers et conseillères à la documentation et autres membres du personnel de la Bibliothèque

Bien que la responsabilité de l'identification, de la sélection et de la création des ressources à diffuser sur le site Web revienne plus particulièrement aux conseillers et conseillères à la documentation, tous les membres du personnel de la Bibliothèque peuvent participer à cette fonction. Les auteurs des pages ont de plus la responsabilité d'en assurer la mise à jour. Les informations doivent être rédigées en conformité avec la présente politique éditoriale.

Le Comité directeur des projets informatiques

Le Comité de gestion des serveurs d'information fait rapport au Comité directeur des projets informatiques dont le président est le directeur de la Bibliothèque. La Direction de la Bibliothèque, par l'intermédiaire du Comité directeur, approuve au besoin le choix des documents à diffuser; elle communique et favorise la diffusion de toute nouvelle information concernant les activités, services et ressources de la Bibliothèque.

3.3 Conformité avec les programmes de la Bibliothèque

L'information contenue dans le site doit contribuer principalement à la réalisation des quatre (4) grands programmes de la Bibliothèque, soit:
Programme de développement des ressources documentaires;
Programme de diffusion et d'exploitation des ressources documentaires;
Programme de traitement matériel et intellectuel des ressources documentaires;
Programme de formation documentaire.

3.4 Clientèle visée

Les ressources du site Web de la Bibliothèque visent d'abord la communauté universitaire, soit les professeurs, les chercheurs, les étudiants et les employés tout en étant accessibles à la communauté internationale. De plus, l'accès à la plupart des banques de données et à plusieurs périodiques électroniques sur le serveur est réservé exclusivement aux membres de la communauté universitaire.

3.5 Qualité et fiabilité

La qualité et la fiabilité de l'information diffusée sont deux principes omniprésents dans le développement du site Web. Les textes provenant de l'interne (Bibliothèque) doivent être informatifs, concis, à jour et écrits dans le respect de la langue française.

3.6 Formats de documents utilisés

Normalement, la plupart des documents chargés dans le site sont rédigés en format **HTML**. Il peut être pratique, cependant, pour des raisons de rapidité et de manque de ressources, d'utiliser le format **PDF** dans les cas de reconversions rétrospectives, ou même dans les cas de conversion de fichiers complexes tels les fichiers Excel. Bien entendu, le développement et la mise en place d'autres formats standard tel le **SGML** et le **XML** devront être pris en considération au fur et à mesure de leur acceptation comme norme reconnue.

3.7 Droit d'auteur

Certaines pages qui renferment un contenu original peuvent être protégées par une mention relative au droit d'auteur; cette mention peut être rédigée selon le modèle suivant:
AVIS: Il est interdit de reproduire le contenu de ces pages sans l'autorisation de la Bibliothèque de l'Université Laval ©1998

Quand on reçoit des demandes d'autorisation pour l'utilisation de certaines pages ou parties de pages, on suggère aux personnes intéressées de pointer vers les pages sur notre site, ou encore, de copier nos pages, mais en indiquant la provenance. Aussi, ces pages peuvent donc comporter la mention suivante:
Cette page peut être reproduite à la condition d'en indiquer la provenance.

3.8 Accueil de pages d'information en provenance des unités d'enseignement

La Bibliothèque se réserve le droit d'accueillir à l'occasion sur son serveur des pages d'information dont les auteurs ne relèvent pas de la Bibliothèque.

3.9 Simplicité

Dans la création des pages Web, il faut chercher à mettre surtout en place les éléments qui permettent de faciliter pour les usagers l'utilisation du site, malgré qu'avec les outils de plus en plus performants mis à la disposition des auteurs, il soit devenu facile de créer des sites où on peut abuser abondamment de gadgets de toutes sortes qui risquent de noyer l'information et de la rendre difficilement accessible. Aussi, dans un tel contexte, le "minimalisme" n'est pas une mauvaise solution.

3.10 Mise à jour

Afin de garantir au site une vie active, il est indispensable d'actualiser régulièrement l'information, de supprimer les documents périmés et de mettre en valeur les nouveaux.

3.11 Sécurité informatique

Pour des raisons de sécurité et de confidentialité, la liste des numéros IP de l'Université de même que les noms d'utilisateurs et les mots de passe ne doivent pas être divulgués dans l'une ou l'autre des pages du site Web de la Bibliothèque.

4. Modalités d'application de la politique éditoriale

4.1 Adresse électronique pour questions et commentaires

La page d'accueil du site doit contenir une adresse électronique (courriel) pour permettre aux utilisateurs d'envoyer leurs questions, suggestions et commentaires; l'adresse électronique de la page d'accueil du site de la Bibliothèque est la suivante: www-admin@bibl.ulaval.ca

Tous les messages expédiés à cette adresse parviennent aux membres du Comité de gestion des serveurs d'information; en principe, tous les messages (à l'exception de ceux qui ont un caractère commercial ou de ceux qui sont adressés de façon anonyme) nécessitent une réponse de la part du Comité; chacun des membres du Comité est habilité à répondre; chaque réponse est adressée également en copie aveugle (BCC) au groupe à l'adresse suivante grservinfo@bibl.ulaval.ca afin d'éviter que plus d'une personne répondent à un même message et afin de permettre à chaque membre de connaître le contenu de la réponse acheminée à l'utilisateur.

De plus, afin de faciliter pour les utilisateurs l'envoi de questions, suggestions et commentaires, l'adresse électronique cliquable de l'auteur de la page ou du nom du groupe responsable de la ressource doit être ajoutée sur les pages où cette information est jugée pertinente.

4.2 Texte introductif pour chaque page d'entrée

Un texte introductif correspondant au contenu du document est placé au début de chaque page d'entrée afin de guider les usagers qui voudraient en connaître davantage sur le type d'information qui s'y trouve.

4.3 Rappel des rubriques de la page d'accueil du site Web

Une liste des rubriques qui apparaissent sur la page d'accueil du site Web doit être inscrite dans le bas des pages d'entrée (Informations Bibliothèque; Catalogue Ariane; Ressources par domaines; Banques de données; Vitrine Internet; Autres bibliothèques; Documents électroniques; Index Où trouver?; Nouveautés) afin de faciliter la navigation d'une section à l'autre.

4.4 Présence d'une page Nouveautés et structure de l'information.

- La page d'accueil doit offrir l'accès à une section **Nouveautés**;
- Les informations sont présentées par ordre chronologique décroissant;
- Chaque mention reste disponible durant un (1) mois.
- Les nouveautés signalées doivent correspondre à des nouvelles ressources jugées importantes. Les mises à jour de fichiers existants qui annoncent les dates et horaires de différentes activités sont également signalées. Enfin, des nouvelles importantes pour la communauté peuvent aussi faire l'objet de mentions.

4.5 **Contenu des pages**

4.5.1 **Éléments essentiels du codage HTML**

Chaque document HTML doit contenir **au minimum** les codes suivants:

<HTML>
<!--
Auteur ou responsable du document:
Date:
Nom de la ou des personnes qui effectuent des modifications et date(s) de la ou des modifications:
-- >
[et/ou]
<META NAME="Author" CONTENT="">;
<META NAME="Description" CONTENT="">
<HEAD><TITLE></TITLE></HEAD>
<BODY>
</BODY>
</HTML> ;

Note 1: Chaque page (fichier) doit contenir les commentaires suivants:

- Le nom de l'auteur ou du responsable de la page;
- La date de création de la page;
- Le ou les nom(s) de la ou des personne(s) qui effectue(nt) des modifications dans la page;
- La ou les date(s) des modifications.
- Ces commentaires peuvent apparaître dans l'une ou l'autre des balises suivantes:<!-- --> ; <META NAME="Description" CONTENT="">>

Note 2: Les commentaires et éléments de données bibliographiques inscrits dans les balises <!-- --> <META NAME="Description" CONTENT=""> <META NAME="Keywords" CONTENT=""> ne sont pas visibles lors de l'affichage avec un navigateur Web; pour les lire, il faut se référer au document source.

Note 3: Le titre inscrit dans la balise<TITLE></TITLE> doit être le plus significatif possible étant donné qu'il est souvent utilisé pour l'indexation et qu'il s'affiche dans les résultats de la recherche suite à l'utilisation de l'index automatisé.

4.5.2 **Date de la dernière mise à jour.**

Règle générale, chaque page susceptible d'être modifiée régulièrement comporte la date de la dernière mise à jour de l'information. Celle-ci doit apparaître préférablement en début de texte. À noter que les pages d'entrée, à l'exception de la page **Nouveautés**, ne contiennent pas de date de mise à jour étant donné que ces pages constituent en quelque sorte des pages des matières qui conduisent vers les pages d'information.

4.5.3 **Liens hypertextes effectués sur du texte signifiant**

Il faut effectuer les liens hypertextes sur du texte signifiant et éviter autant que possible les expressions du type "cliquer ici".

4.5.4 **Listes et menus**

Les rubriques dans les listes et menus doivent autant que possible être rédigées brièvement.

4.5.5 **Indexation à l'aide de descripteurs**

Pour certaines pages, entre autres les pages de Ressources par domaines, il est fortement recommandé d'introduire des descripteurs dans la zone des métadonnées ( ); les descripteurs utilisés peuvent être en vocabulaire libre ou en vocabulaire contrôlé selon le désir de l'auteur de la page; on suggère toutefois d'inscrire les descripteurs en anglais et en français afin de permettre aux robots d'indexation de repérer plus facilement les documents du site de la Bibliothèque.

4.5.6 **Utilisation des caractères accentués**

Idéalement, les caractères accentués devraient être représentés dans les pages HTML à l'aide de la méthode des caractères référencés (Codes ASCII, Table ISO-Latin-1) (à ' ô etc.); l'utilisation du logiciel WebExpert rend facile la conversion des caractères normaux en caractères spéciaux.

4.6 **Présentation des pages**

4.6.1 **Les fonds**

Il est recommandé d'utiliser un fond d'écran blanc afin d'assurer une certaine uniformité entre les différentes pages et de faciliter la lecture de celles-ci, quelque soit l'équipement informatique utilisé .

4.6.2 **Les bandeaux**

Des bandeaux aux couleurs de la page principale d'accueil sont placés en en-têtes de plusieurs pages afin de propager l'image de la Bibliothèque; il est recommandé d'utiliser ces bandeaux le plus souvent possible; la pertinence de l'utilisation des bandeaux est laissée au jugement des auteurs des pages. Les bandeaux sont tous chargés sur le serveur dans le répertoire **image** (Voir le point 4.6.4 plus bas);

La création des nouveaux bandeaux relève de la responsabilité du Comité de gestion des serveurs d'information.

4.6.3 **Les boutons de navigation**

Il existe trois boutons de base pour la navigation dans le site Web de la Bibliothèque. Pour créer un environnement visuel homogène, on recommande donc d'utiliser ces boutons lorsque requis plutôt que tout autre, plus fantaisiste, mais qui identifie moins la Bibliothèque et l'Université. Les boutons sont chargés sur le serveur dans le répertoire **image**; ils sont également disponibles sous f:\www\image et portent les noms suivants:

home.gif	=	Le bouton "Retour à la page d'accueil"
upward.gif	=	Le bouton "Retour au niveau supérieur dans l'arborescence"
index.gif	=	Le bouton "Aller à l'index"

L'utilisation du bouton "Retour au niveau supérieur dans l'arborescence" est fortement conseillé car il permet d'éviter de se retrouver dans des pages "cul-de-sac" qui conduisent nulle part.

4.6.4 **Les images**

La sobriété dans leur utilisation

La sobriété doit être de rigueur dans l'utilisation des images. Celles-ci ont leur place d'abord pour faciliter la navigation, ensuite pour enjoliver la présentation du texte, mais surtout pour aider à la compréhension du contenu; des images, par exemple, qui illustrent un guide de recherche (Ex.: Guide de recherche Ariane) sont extrêmement utiles car elles contribuent à la compréhension de la méthode proposée.

Les images qui sont utilisées uniquement pour enjoliver le contenu doivent être peu nombreuses et correspondre à de petits fichiers pour permettre qu'elles soient affichées rapidement par des ordinateurs peu performants.

Utilisation de l'attribut "ALT"

Chaque image **< IMG >** doit contenir l'attribut **ALT** qui fournit une description de celle-ci pour le bénéfice des usagers qui utilisent des navigateurs n'assurant pas l'affichage graphique.

Chargement des images sur le serveur

Il est avantageux de charger dans un même répertoire toutes les images susceptibles de se retrouver dans plusieurs pages localisées dans des répertoires différents; on évite ainsi de charger le même fichier à plusieurs reprises et, surtout, on économise l'espace disque sur le serveur. Aussi, un répertoire portant le nom **image** a été créé sur le serveur Web de la Bibliothèque. Ce répertoire, localisé à la racine (http://www.bibl.ulaval.ca/image), est destiné à recevoir les fichiers des images dont les adresses se retrouvent dans les pages HTML. Voir le paragraphe **Adressage relatif** pour connaître la façon la plus appropriée d'inscrire dans les différentes pages les adresses qui concernent les images.

4.6.5 **Liens sur les documents cités**

Dans la mesure du possible, quand une version électronique accessible à partir du navigateur Web est disponible, il faut effectuer des liens sur les documents ou ressources cités.

4.7 **Adressage relatif**

Note 1: Les liens à l'intérieur des pages HTML doivent normalement comporter l'extension .html et non pas .htm même si les fichiers sont sauvegardés dans le DOS avec l'extension .htm

Note 2: Pour les liens hypertextes qui conduisent vers des documents situés sur notre propre serveur, il est fortement recommandé d'utiliser un adressage relatif, ce qui permet de déplacer plus facilement les documents sur notre propre serveur ou vers d'autres serveurs advenant une migration.

Syntaxe de l'adressage relatif:

La barre oblique [/] indique qu'il faut remonter dans la hiérarchie.

La barre oblique [/] précédée de rien permet de remonter à la racine, c'est-à-dire, vers http://www.bibl.ulaval.ca: Dans l'exemple suivant: /image/upward.gif, le système doit remonter à la racine, c.-à-d., vers http://www.bibl.ulaval.ca , partir ensuite de l'avant vers le répertoire **image** et afficher le fichier **upward.gif**

La barre oblique précédée de deux points [../] indique qu'il faut remonter d'un répertoire dans la hiérarchie: Dans l'exemple suivant: **../comites/poltrait/annexes.html**, le système doit remonter d'un répertoire (il s'agit du répertoire **politiq**), ce qui le conduit à la racine, et repartir de l'avant vers **comites/poltrait/annexes.html**

La barre oblique utilisée deux fois et précédée à chaque fois de deux points [../../] permet de reculer de deux répertoires. Etc.

L'absence de barre oblique [/] indique qu'il faut aller vers l'avant dans la hiérarchie: Dans l'exemple suivant: **info/info9805.html**, le système doit partir de l'endroit où se trouve le répertoire **info**, c.-à-d., de http://intranet.bibl.ulaval.ca/politiq/statsw3/ et continuer vers **info/info9805.html**

4.8 **Pages personnelles**

Le site Web de la Bibliothèque permet l'hébergement des pages personnelles des membres du personnel de la Bibliothèque.

Politique
Les auteurs de pages personnelles doivent se conformer à la *Politique de sécurité sur les technologies de l'information et des télécommunications* (http://www.ulaval.ca/sg/reg/Politiques/03/002.html) et au *Code de conduite des usagers et des gestionnaires* (http://www.ulaval.casg/reg/Politiques/03/001.html) .

Plus spécifiquement, les pages personnelles ne doivent pas:
- servir à des fins illégales, de discrimination ou de propagande par rapport à la race, la religion, la langue, le sexe et la politique;
- servir à des fins commerciales ou lucratives;
- servir à des fins d'organismes à but lucratif ou non lucratif.

Déni de responsabilité
Les opinions émises dans les pages personnelles ne représentent ni la position de l'Université ni celle de la Bibliothèque. Elles sont entièrement sous la responsabilité de leur auteur. La bibliothèque se réserve le droit de retirer les pages qui ne respectent pas la politique ci-haut. Chaque page devrait comporter une mention semblable à "Les informations contenues dans cette page représentent l'opinion de l'auteur et n'engagent aucunement la Bibliothèque de l'Université Laval".

Espace alloué
Les pages personnelles doivent être limitées à une taille raisonnable (max. 9 à 10 pages d'écran).

4.9 **Politiques propres à certaines pages**

Ressources par domaines
Les rubriques de la page d'accueil des Ressources par domaines sont divisées en deux catégories présentées sur deux colonnes, soit: 1)Par domaines et 2) Générales ou par types de documents. Cette présentation permet d'accueillir sur la page, des ressources qui englobent plusieurs disciplines ou qui correspondent à des types de supports ou à des types de documents.
La politique propre aux pages de Ressources par domaines relève d'un Comité éditorial (voir les annexes 1 et 2). Ces pages sont construites selon différents gabarits accessibles aux adresses suivantes: f:\www\ress\gabarit.htm ; f:\www\ress\gabarit1.htm ; f:\www\ress\gabarit2.htm ; f:\www\ress\gabarit3.htm

Périodiques et journaux sous Documents électroniques
Nous donnons sur cette page une entrée spécifique aux périodiques électroniques accessibles en texte intégral pour lesquels la Bibliothèque a pris un abonnement ou encore les périodiques électroniques dont nous détenons par ailleurs un abonnement pour l'imprimé.

La page peut également contenir des titres accessibles gratuitement à la condition d'être sélectionnés par un conseiller ou une conseillère à la documentation, comme pour les documents imprimés reçus en dons, en se rappelant que l'on retient uniquement ceux que l'on achèterait s'il n'étaient pas gratuits. Enfin, la page peut contenir des périodiques offerts gratuitement à l'essai pour une période déterminée.

Portail sous Banques de données

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Pour les étapes à suivre afin d'ajouter une banque dans le Portail, voir l'annexe 3.

Liste des nouvelles acquisitions de la Bibliothèque sous Catalogue Ariane
Les listes des nouvelles acquisitions dans Ariane sont présentées alphabétiquement par grands sujets de la classification de la Library of Congress et donnent accès aux notices bibliographiques des nouvelles acquisitions de la Bibliothèque pour les douze derniers mois de l'année en cours (sont retenus seulement les documents publiés depuis les deux dernières années). Sous chaque rubrique, les notices sont présentées selon l'ordre alphabétique des entrées principales, soit l'auteur ou le titre.
De plus, étant donné que certaines disciplines sont difficiles à regrouper du fait que les documents se retrouvent sous différentes cotes, des listes additionnelles sont également produites à l'aide du code de fonds budgétaire.

Commentaires & questions: www-admin@bibl.ulaval.ca
Date de la dernière mise à jour: **1998-12-03**

The LIBRARY of CONGRESS WORLD WIDE WEB STYLE GUIDE

Acknowledgements | Contents | Compliance | Templates | References

The *Library of Congress World Wide Web Style Guide* provides a general design framework and file structure for staff preparing content for the Library's Web Site. Three other Library of Congress documents should be used, as well:

- *Internet Policies of the Library of Congress*, (gopher://marvel.loc.gov/11/about/inetpol)
- *Library of Congress Guidelines for Creating Documents in Hypertext Markup Language (HTML)*, (Internal Document).
- *Staff Internet Handbook: Providing and Using Electronic Information at the Library of Congress*, (Internal Document).

The recommendations of this guide were written to encourage creativity while ensuring that all Library Web projects are in compliance with Library Internet policies and practices, provide access for the widest possible audience, and are clearly identifiable as Library of Congress information (as required by LCR-112). The Internet Policy Team has decided that all Library Web projects must conform to the guidelines which ensure these goals are met. These specific guidelines are indicated in bold and followed by the words "**Compliance Item**." The Compliance Checklist lists all of the compliance items found in the style guide.

The Library of Congress Internet Policy Team has decided that all Library Web projects must conform to the practices recommended in the Compliance Checklist. Web projects currently online will have until June 1, 1998 to conform to these items. At that time, the Library of Congress Internet Operations Team will review the Library's Web Site reserving the right to remove from the server any Web pages that do not comply. Some exceptions may be granted by petitioning the LC Internet Operations Team.

Acknowledgments
Table of Contents
Compliance Checklist
LC General Template
References

The text of Chapters 1-7 of this document is available also as a single HTML file (100K) for downloading and printing.

Acknowledgements | Contents | Compliance | Templates | References

Go to:

- Library of Congress Home Page

Library of Congress
Comments: lcweb@loc.gov (09/01/97)

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SCHERING PLOUGH

SCIENCE

This document is a summary of guidelines for designing and implementing web pages for the MIT Libraries' web site. It includes a instructions for using the libraries graphic components in your pages, templates for your own html pages, and details about html coding. The administrative links page contains instructions for using the people, resource, and subject forms.

These guidelines are designed to help make easier your life as a provider of information. If you use these guidelines while designing and implementing your web pages, those pages will end up with the look-and-feel of the MIT Libraries web site. In addition, your pages will be easier to navigate and easier to maintain.

If your web pages have their own identity distinct from the MIT libraries, you may want to use only the small icon to link to the MIT libraries site and/or the small MIT icon to link to the MIT site. Please see the section about themes and color schemes for template files and more details about variations.

Contents

Common Pages
Themes and Color Schemes
Server-Side Includes
HTML Guidelines
Absolute vs. Relative URLs
Naming Conventions
Locker Management

FAQ Listings
People Listings
Resource Listings
Subject Listings

Access Control
Searching
Server Statistics
Scripting

Common Pages on libraries.mit.edu

There are many pages on the libraries server that list resources and services that are common to all library organizations. To refer to these pages in your html documents, use the following URLs:

```
http://libraries.mit.edu/about.html
http://libraries.mit.edu/copyright.html
http://libraries.mit.edu/faq.html
http://libraries.mit.edu/find.html
http://libraries.mit.edu/hours.html
http://libraries.mit.edu/map.html
http://libraries.mit.edu/news.html
http://libraries.mit.edu/people.html
http://libraries.mit.edu/policies.html
http://libraries.mit.edu/resources.html
http://libraries.mit.edu/services.html
http://libraries.mit.edu/subjects.html
```

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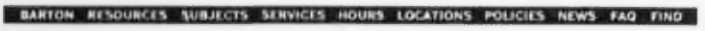
You can provide your audience with links to these pages using the navigator stripe.



The html code for the navigator bar looks like this:

```
<a href="http://libraries.mit.edu/navigator.map">
<img src="http://libraries.mit.edu/interface/NavBar.480x12.gif"
alt="navigator" usemap="#navigator"
width=480 height=12 hspace=0 vspace=0 border=0 ismap></a><br>
```

To easily put the html code for the navigator bar and other libraries elements in your documents, see the section about server-side includes.

To refer to division and branch libraries, use the following URLs:

http://libraries.mit.edu/archives
http://libraries.mit.edu/barker
http://libraries.mit.edu/clss
http://libraries.mit.edu/dewey
http://libraries.mit.edu/docs
http://libraries.mit.edu/humanities
http://libraries.mit.edu/lindgren
http://libraries.mit.edu/music
http://libraries.mit.edu/rotch
http://libraries.mit.edu/rsc
http://libraries.mit.edu/rvc
http://libraries.mit.edu/science
http://libraries.mit.edu/sp

Themes and Color Schemes

The libraries site includes graphic elements for linking to the libraries, to MIT, and to various libraries services. A complete listing of the graphic components is available at http://libraries.mit.edu/components.html. Many of these items can be included in your documents automatically through the use of server-side includes. Or you may choose to use them by writing the html yourself.

The graphic components live in the directory http://libraries.mit.edu/interface You *do not* need to copy these into your own directory - just link to them in your html documents.

The libraries site uses four colors for the backgrounds and text highlights: red, yellow, blue, and black. The default background color for the libraries pages is white (#ffffff). The colors are associated with each division as follows. (Each link is to a template html page that you can copy from which to get started.)

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Administration	Red-Tan
Aero-Astro	Light-Blue-White
Archives	Gray-White
Barker	Blue-White
CLSS	Gray-White
Dewey	Yellow-White
Document Services	Gray-White
Humanities	Yellow-White
Lindgren	Light-Red-White
Music	Light-Yellow-White
Rotch	Blue-White
RetroSpective Collection	Gray-White
Rotch Visual Collection	Light-Blue-White
Schering-Plough	Light-Red-White
Science	Red-White

Note that the text colors are coordinated with the background colors. A light hue is used to indicate links that have already been visited, a darker hue is used to indicate links that have not yet been visited. The hues match the background colors for each organization. These colors are controlled by the `body` tag in html. If you use the template files as a starting point for your documents, those documents will contain the correct colors.

Each major organizational unit has a web page. Many of these are accessible directly from the main MIT libraries page. Each organizational page should maintain a layout consistant with the other organization pages. In particular, the upper portion of the page should contain, from left to right, a colored block with the name of the organization, a list of contact information (including postal address with link to campus map, phone numbers, and email address), and a list of major information categories for the organization. The lower portion of the page can be arranged to suit the needs of the organization.

Any images should be given a black border to maintain the libraries look-and-feel. Instructions for applying this treatment to images are available at ???

Server-Side Includes

The libraries server offers *server-side includes* to make your life a bit easier. A server-side include is a script that is run by the server when the server sends your document to the client that requested it. The server-side includes described in this section generate chunks of html code so that you do not have to write the commonly-used chunks of html such as navigators, title bars, owner and date at the bottom of the page, etc.

These are the server-side includes that you may use in your documents:

script name	**what it does** **examples**
header	This script generates the html code that puts a navigator and title bar across the top of a page. The script is invoked with the `/bin/header` line. Use the `header-options` to control the script behavior. The `org` variable determines which library icons will be displayed down the left side of the page. Use the `notable` option when you use the header without using a footer. By default, the header script inserts a navigator stripe.

```
<!--#set var="org" value="all" -->
<!--#include virtual="/bin/header" -->

<!--#set var="org" value="barker,dewey,rotch" -->
<!--#include virtual="/bin/header" -->

<!--#set var="org" value="music" -->
<!--#include virtual="/bin/header" -->

<!--#set var="header-options" value="notable" -->
<!--#include virtual="/bin/header" -->
```

footer

This script generates the html code that puts icons, the owner, date, and navigator bar across the bottom of a page. It may also be used in the middle of long pages. The script is invoked with the `/bin/footer` line. Use the `footer-options` to control the script behavior. Use the `owner` variable to define the document owner. If you select the `date` option, the system figures out automatically when the file was last modified. Use the `notable` option when you use the footer without using a header.

By default, the footer script *does not* insert a navigator stripe. If you want a navigator, you must specify it in the `footer-options`.

```
<!--#set var="footer-options" value="date,owner" -->
<!--#include virtual="/bin/footer" -->

<!--#set var="owner" value="joeuser@mit.edu" -->
<!--#set var="footer-options" value="navigator,owner"
-->
<!--#include virtual="/bin/footer" -->

<!--#set var="footer-options" value="date,navigator"
-->
<!--#include virtual="/bin/footer" -->

<!--#set var="footer-options" value="navigator,notable"
-->
<!--#include virtual="/bin/footer" -->
```

stafflist

This script generates the html code for a list of staff from the people database. You can control which people are included in the list by using the `org` variable.

```
<!--#set var="org" value="aero,docs" -->
<!--#include virtual="/bin/stafflist" -->
```

counter

This script inserts into a page a count of the number of times that page has been request from the server. It returns plain text (not a GIF image) so you can put html formatting around it to make it look however you want.

```
<!--#include virtual="/bin/counter" -->
```

The `org` variable determines which organizations will be listed and/or which people will be listed. The organization names that you may use include:

53 BEST COPY AVAILABLE

```
admin           Administrative Services
aero            Aeronautics and Astronautics Library
barker          Barker Engineering Library
bibaccess       Bibliographic Access Services
repair          Binding and Repair Section
clss            Computerized Literature Search Service
dewey           Dewey Library
docs            Document Services
gifts           Gifts Office
haydenres       Hayden Reserve Book Room
haydencirc      Hayden Circulation
humanities      Humanities Library
archives        Institute Archives and Special Collections
music           Lewis Music Library
lindgren        Lindgren Library
director        Office of the Director
preserve        Preservation and Collection Management Services
rsc             Retrospective Collection
rotch           Rotch Library
rvc             Rotch Visual Collections
sp              Schering-Plough Library
science         Science Library
serials         Serials and Acquisitions Services
systems         Systems Office
```

HTML Guidelines and Tips

Each document should include a title, both in the html `title` tags and in the document itself. For example,

```
<html><head>
<title>MIT Libraries: Your-Title-Goes-Here</title>
</head>
```

Use headings to logically divide your documents. If you find that the `h1` tag results in text that is too big for your pages, start with the `h2` tag instead. If possible, use the heading tags rather than simply formatting with `<strong>` or `<b>`. The search engine will recognize text in headings so that people can search documents based on heading and title contents rather than based upon the entire document contents.

Use a program such as *weblint* to validate the html documents that you create. On athena, do

```
add infoagents
weblint -x netscape *.html
```

to check all of the html files in the current directory. You can also use online validators such as the kinder, gentler, validator or the webtech service to check your documents.

The libraries search engine will not index any html files that contain bad or missing tags!

Be sure to use the `width` and `height` tags for all of your images. This makes your pages load faster because the browser can lay out the page before the images download. Also, use the `alt` tag with any image that is either a link or a destination in and of itself. This lets people using

text-only or systems for the visually-impaired navigate your pages without confusion.

For example, this is an *incorrect* way to specify an inline image:

```
<img src="http://libraries.mit.edu/interface/MITLibIcon.50x50.gif">
```

This is the *correct* way to specify the same image:

```
<img src="http://libraries.mit.edu/interface/MITLibIcon.50x50.gif"
alt="MIT Libraries" width=50 height=50>
```

The libraries server is configured to show directory listings. For example, the URL http://libraries.mit.edu/interface returns a listing of the contents of the interface directory. But the URL http://libraries.mit.edu/admin does not return a listing of the admin directory, but returns the default file for that directory, administration.html (http://libraries.mit.edu/admin/administration.html).

If you do not want the contents of a directory to be listed, then use an index file to prevent directory listings. Put a file called `index.html` or `.index.html` in the directory. If the server finds a file by either name, it will return that file rather than the directory listing. In addition to hiding the directory contents, this lets you use shorter URLs. For example, you can specify `http://libraries.mit.edu/barker/about` rather than `http://libraries.mit.edu/barker/about/about.html`

The index file can either contain the actual contents that you want displayed, or it can be a symbolic link to the file that contains the contents that you want displayed.

Absolute vs. Relative URLs

Be aware of the difference between absolute and relative URLs, and be sure to follow the rule in all of your documents. If you follow the rule, your pages will be easier to maintain and you will be less likely to end up with broken URLs. In particular, when you use relative URLs, your files can be moved from one directory to another with less chance of the URLs becoming broken. In addition, using relative URLs lets you view the file from more than one web server, or from local disk if the web server happens to be down or really slow.

The rule is:

> ***Use relative references whereever possible, use absolute references whereever necessary.***

More specifically, the rule is:

> ***Use relative references for links to anything that is in your directory hierarchy (or your locker, if you have a separate locker), use absolute references for links to anything that is not in your directory hierarchy (or your locker, if you have a separate locker).***

Absolute URLs start with a protocol, server name, or the / character. Relative URLs are everything else. Here are some absolute URLs:

```
<a href="http://libraries.mit.edu/map.html"> ... </a>
<a href="/map.html"> ... </a>
<a href="/interface/"> ... </a>
<a href="http://mit.edu/resources.html"> ... </a>
<a href="ftp://me.mit.edu/pub/"> ... </a>
```

These are examples of relative URLs:

```
<a href="people.html"> ... </a>
<a href="projects/front-view.html"> ... </a>
<a href="../about/front-desk.html"> ... </a>
<a href="../../resources/overview.html"> ... </a>
<a href="./"> ... </a>
```

A single period (.) means 'current directory', and two periods (..) means 'the directory above the current directory'. Be sure that if you use an absolute URL with a server name, you include the full name. For example, use `http://web.mit.edu/search.html` rather than `http://web/search.html`

See the MIT guidelines for more details.

Naming Conventions

The libraries server uses the following conventions for names of files. File and directory names are all lower case. If a name consists of multiple words, use hyphens to connect the words. Extensions are used to indicate file type, for example .html for hypertext markup language and .txt for plain text. Other than extensions, do not use the . character in file or directory names.

Here are some illustrative filenames and directory names:

filenames	**directories**
`reference-faq.html`	`resources`
`map.html`	`spring97`
`recent-happenings.html`	`past-year-listings`
`spring-term-schedule.html`	
`raw-data.txt`	

Use descriptive names - you'll be surprised at how quickly you forget what is what. Remember that the limit to the length of a filename is 255 characters. Use names that are long enough to be clear, but not so long as to be complicated.

Use directories as you would folders in a file cabinet. When your web site grows to a point where you have many similar documents, create a dirctory for each group of documents. Use names that make sense and include the minimal amount of information to completely specify what they are, for example `news/04apr97.html` rather than `news/news-04apr97.html`

Avoid the urge to create too many folders. Each directory adds another piece to the URL to your pages. Make your directory structure deep enough to keep your information organized, but flat enough that the URLs to the information do not become too long or contain redundant information.

The preferred formats for dates are YYMMDD (e.g. 970604) or DD MMM YY (e.g. 4 Jun 97). Remember to include USA on any addresses and the area code in any phone numbers. This site is available to many international viewers.

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Whether you decide to use these conventions or your own, be consistent. It will make maintaining your site easier for you and your successor, and it will make the use of the site less of a hassle for your viewers.

Locker/Directory/File Management

This section outlines issues related to managing your www files, including locations of the files/directories, access control, and editting.

Locations of files and directories

Each library organization is responsible for the files and directories in its subdirectory on the libraries locker. The locker for libraries WWW files is called `libraries` On an athena workstation, you can get to the locker by doing

```
add lib
cd /mit/lib/www/DIR
```

where `DIR` is the name of the organization with which you are working. The organization directories are currently:

aero	dewey	music	sp
archives	docs	rotch	science
barker	humanities	rsc	
clss	lindgren	rvc	

If you find that you do not have enough space for all of your organization's files, you can get a locker dedicated to your organziation's web pages. To do this, contact webmaster@libraries.mit.edu In this case, you can add your organization's locker rather than the libraries locker to work on your files. For example, to add the rotch visual collection locker, you would do

```
add rvc
cd /mit/rvc
```

Permissions and Access Control

Whether in a subdirectory or an independent locker, access to all of the files is controlled by ACLs, or access control limits. ACLs let you define who has permission to read, modify, and create files in a directory.

The libraries locker is configured so that access to any organization subdirectory (e.g. barker or lindgren) is limited to only those people on the list for that subdirectory.

These are the access control lists for MIT libraries:

aero-www	dewey-www	music-www	scheringplough-www
archives-www	docsrvcs-www	rotch-www	science-www
barker-www	humanities-www	rsc-www	
clss-www	lindgren-www	rvc-www	

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Use the program *listmaint* to add/remove people from the list for your organization. Note that not everyone in your organization will have permission to add/remove people to/from the list.

The command to set/modify access is called *fs*. Here are some examples of how to use it. This must be done at an athena prompt. If you are working on a Mac or PC, you must first telnet to an athena workstation before you can set/modify access.

`cd /mit/lib/barker` `fs sa about system:dewey-www all`	Give permission to members of the list dewey-www to do anything they want in the subdirectory 'about' in the barker directory.
`cd /mit/lib/barker` `fs sa about efc rl`	Give permission to the user *efc* to read files in and list the contents of the directory 'about' in the barker directory.
`cd /mit/lib/dewey` `fs la`	View the permissions on the dewey library directory.

Normally you will not have to change the permissions on the directories. Any subdirectory that you create will inherit the permissions from its parent directory.

Normally you can simply modify the contents of the list to change who has access to a directory. For example, if a staff member leaves your organization, just remove him/her from the list for your organization. That person will no longer be able to modify the files in your organization's directories. Similarly, if someone joins your group, simply add her to the list (rather than setting permissions for that person on all of the directories).

If you want people to be able to read your files via the web, the permissions on a directory for `system:anyuser` should be `rl` (read and list). Note that the athena (AFS) access controls are not the same as the web access controls. If you need to control access to your files via the web server, please see the section below.

HTML Editors/Managers

You can use any editor that works for you, but if you are working in a group, be sure that your editor is compatible with the editors that everyone else in your group is using.

The MIT libraries files reside on an athena locker. This means you must either work directly on the files (by logging in to an athena workstation and using the tools available there) or work on a local copy of the files then copy the local copy to the athena locker (by using an editor on a Mac or PC then using FTP or some other transfer program to move the files to athena).

FAQ Listings

The frequently-asked questions are automatically compiled each week from the OWL frequently-asked questions. Please refer to these answers where appropriate in your own web pages.

People Listings

The libraries web server includes staff listings. This service is provided to library staff in order to (1) provide a consistent look and feel for staff listings in all library organizations, and (2) provide contact information readily to users of the MIT libraries web site. The service also provides a simple mechanism for staff members who don't want to write any HTML to create their own pages.

If you have a web page already, you can refer to it from your libraries page using the *Home Page* field of the personal information form. You can use the `stafflist` server-side include to list people in a specific library within your web pages.

If you would like to refer to a personal web page from another web page, use the URL `http://libraries.mit.edu/people/username.html` where `username` is the athena user name of the person to whose page you would like to refer.

The complete staff listing is at http://libraries.mit.edu/people.html. Lists for each organizational unit can be found in the web pages for those units. The staff listings are automatically updated as soon as each individual modifies his/her information (you will have to reload the pages with the lists in order to see the changes). A staff member will not show up in the listings until s/he enters her/his information.

If you are a member of the libraries staff, you can add/modify your information from the staff web pages.

Resource Listings

The complete resource listing is at http://libraries.mit.edu/resources.html. If you are a member of the libraries staff and you are a subject selector, you can add/modify resource information from the staff web pages.

Instructions for linking to specific resources will go here.

Subject Listings

The complete subject listing is at http://libraries.mit.edu/subjects.html. If you are a member of the libraries staff and you are a subject selector, you can add/modify subject information from the staff web pages.

Instructions for linking to specific subject listings will go here.

Access Control

By default, anyone anywhere can read any web page in the MIT libraries web site. There are three basic methods for limiting access: (1) based upon client domain, (2) based on username and password, and (3) using the libraries' secure web server.

As you contemplate restricting access to information in your web pages, you should consider how secure the information really is. Often people go through a great deal of trouble to protect information that is readily obtainable through other sources. Be sure that you are protecting the right information from the right kinds of intrusion.

59 BEST COPY AVAILABLE

Limiting based on client domain. The easiest way to control who sees your pages is to limit access to web browsers who are coming from a specific domain, such as mit.edu. Note that this method is not very secure. If, for example, someone has access to a computer in the mit.edu domain, that person will be able to access your pages, whether or not the person really *should* have access to a computer in the mit.edu domain.

To control access in this manner, you must first put all of the files to which you want to limit access in a single directory or set of directories. Then you must create a file called .htaccess in the directory in which the files you wish to protect reside. The .htaccess file should contain order, allow, and deny directives as appropriate. For example, to deny access to every client but those from the mit.edu domain, the .htaccess file would contain

```
order deny,allow
deny from all
allow from mit.edu
```

For more details about other options in the .htaccess file, please see the web server documentation about access controls.

Limiting based on username and password. A more secure method of limiting access is to create a username and/or password for each person or group of people to whom you want to provide access. Note, however, that this method is only as secure as the people to whom you give the names and passwords. If they distribute the names and passwords, or if the names and passwords are stolen, your pages will not be secure.

To control access in this manner, you must create a username and password for each person to whom you wish to give access. You may also create a group file. For example, if you wanted to provide access to billy, jane, and sally, who comprise your group of friends, then you would create the password file /afs/athena/user/j/o/joeuser/users.txt which contains:

```
billy:OUTwpJ0GSeEy2
jane:aplyojaVKVrmY
sally:8iNdoIOPm/4gE
```

(the gibberish characters are the encrypted passwords for these users) and the group file called /afs/athena/user/j/o/joeuser/group.txt which contains:

```
myfriends: billy jane sally
```

To create encrypted passwords you must use the htpasswd program (contact the webmasters for details). Once you have created the password file, you must then refer to it using a file called .htaccess, placed in the root directory of the tree of directories containing the files to which you wish to limit access. For example, if to limit access to only the group 'myfriends', the .htaccess file would look like this:

```
AuthUserFile /afs/athena/user/j/o/joeuser/users.txt
AuthGroupFile /afs/athena/user/j/o/joeuser/group.txt
AuthName ByPassword
AuthType Basic
<Limit GET>
require group myfriends
</Limit>
```

Note that although this method is somewhat more difficult to foil than the domain-based approach, it is still not very secure. Since the user and group files are world-readable, someone could theoretically crack the passwords (given enough time and computing power).

Limiting using the secure web server. The most secure method for controlling access to your

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pages is to use the libraries' secure web server. If your pages require this level of security (for obtaining credit card numbers, personal information, etc.) then please contact the webmasters.

Searching Using the Ultraseek Search Engine

The MIT Libraries' web site uses the Ultraseek search engine. The MIT Libraries' search system is fully integrated with MIT's search system, so any search made at the MIT page will look through the indices of MIT Libraries' pages.

You can create custom forms for your users that automatically limit their searches to portions of the libraries web site. Information on customizing Ultraseek is provided by IS. Please contact webmaster@libraries.mit.edu if you need help.

Server Statistics and Log Files

Server statistics are available at http://libraries.mit.edu/statistics The server log files are available to library staff. Please contact webmaster@libraries.mit.edu for details.

Scripting

Limited access to scripting is available from the libraries web server for library staff. Please contact webmaster@libraries.mit.edu for more details.

University of Oregon Library

Standards & Guidelines for UO Library Web Publications

Content

Required:

1. Name, department, and e-mail address of responsible person or entity.
2. Date of last update for pages with substantive content; use day month year format (01 January 1997).
3. Identification of page as publication of University of Oregon Library.
4. Give URL on page itself.
5. Provide link up to department homepage or Library homepage.

Recommended:

1. Indication of restricted access where appropriate, i.e. links to periodical indexes.
2. No browser specific terminology.
3. Label links to express content. Avoid "click here" or "click in box". Link text should make sense even if the link were not present.
4. Write for an identifiable audience.

Design

Required:

1. Template for UO Library Department Web pages (http://libweb.uoregon.edu/internal/department-template.html)
2. Template for Subject Guides (http://libweb.uoregon.edu/internal/subject-template.html)

Recommended:

1. Keep graphics to 35K or less per page.
2. Use graphics loaded on Libweb. (http://libweb.uoregon.edu/libicons/graphics-urls.html)
3. Avoid designing pages for a specific browser, screen size or monitor.
4. Keep homepage short and simple. People will browse about three screens. Use headers or outline to link to more extended pages.
5. Avoid frames.
6. Provide navigational aids, i.e., return to top, table of contents, next page, previous page, etc.
7. Make minimal use of all upper case characters, underlining (to avoid confusion with links), and blinking.
8. Avoid italics, they can be difficult to read on a computer monitor.
9. Create and maintain a consistent look and feel to pages.
10. Logical tags, i.e, H1, H2, etc., should be used as headers and section markers rather than forcing a specific font size.
11. Learn about accessibility of pages by those with disabilities (a good resource can be found is Accessible Web Page Design from the Do-It program at the University of Washington).

Procedural/Technical

Required:

1. Regular schedule to review and revise pages, check links, etc.
2. Test links one last time after making page public.

3. Spell check and proofread documents. Use good grammar.
4. Use ALT tags for all graphics.
5. URLs on Libweb should be in all lower case. Use .html extension.
6. Check finished Web page in both Netscape and Internet Explorer.

Recommended:

1. Conformance to HTML 2.0 or 3.2. Avoid use of browser specific tags.
2. Check finished page on both a Mac and a pc and on a non-graphical browser, such as Lynx.
3. Check page in HTML checker, such as Weblint or WebTechs HTML Validation Service.
4. Use of Web plugins not currently available on public workstations in the Library should be avoided. A list of plugins installed on public workstations is available.
5. Ask a colleague to review page.
6. Use relative links to resources on Libweb rather than absolute. For example, to link to the Alphabetical List of Indexes and Abstracts, use <href="/network/refdb.html"> rather than <href="http://libweb.uoregon.edu/network/refdb.html">.
7. Graphics identified for use from other sites should be transferred to Libweb. Permission should be obtained for use.
8. Use WIDTH and HEIGHT attributes of the IMG tag so that browsers that support these tags can display the page text while images are loading.

URL: http://libweb.uoregon.edu/internal/library-web-guidelines.html
18 November 1998

Penn Library Staff Web

Guidelines for HTML Development on the Penn Library Web

I. Directories and Maintainers .

A simplified map of the overall directory structure of the Library Web, identifying supervisors, maintainers, and other basic information about each major section.

II. Document Structure and **Redesigning Penn Library Web Pages**

Maintaining a consistent "look and feel" for all of our production pages presents a cohesive, easily-recognized appearance to our patrons. Similarity (rather than conformity) is the goal. To further that end, this part of the HTML Development Guidelines shows the suggested outline of a Penn Library Web document, with accompanying notes explaining the rationale and details of implementation of the various elements.

III. Basic HTML Formatting

The ultimate goal of the Penn Library Web is to provide patrons with documents that can be viewed by as many browsers as possible, maximizing utility and minimizing download time as much as is possible. This part of the HTML Development Guidelines provides specific implementation tips for a number of HTML markups that help promote this goal. See also Basic Unix Commands.

IV. Checking Your Work

Once your document is in draft form, you can check a number of things with the tools provided here. You can invoke **weblint**, a syntax checker; **linklint**, a hyperlink checker, or **ispell**, a spelling checker. These are all UNIX programs with command-line interfaces; the Workshop provides an easy, automatic web interface to them.

V. Glossary of Hyperlinks

Many resources may be listed in more than one place on the Penn Library Web. As a courtesy to our patrons, we should be aware that maintaining consistent names and annotations for our major resources makes for easier identification of a particular resource. This part of the HTML Development Guidelines serves as a central repository for standard links, names, and annotations for our most important resources.

Last update: Monday, 09-Nov-1998 09:41:01 EST
Send mail concerning this page to: msimpson@pobox.upenn.edu

C4

UNIVERSITY LIBRARIES
Home | Search VT Web | VTLS | Request Forms | FAQ

Principles for University Libraries Web Pages

Recommendations for Planning A Web Page

- Web pages should be designed, considering content, organization, and format, all three, to save, not consume, the time of the user.
- Define the goal of the page.
- Identify the prospective audience.
- Quality of content is of supreme importance, followed closely by clarity of organization. Plan accordingly.
- Carefully outline and lay out the page in advance, before beginning HTML mark-up.
- Consult the Web Team concerning tools to use for creating the page.

Principles for Content

- Resources selected should support research, teaching, and outreach goals of the University and the University Libraries.
- Each page should have a clearly-defined theme or purpose, which should be stated explicitly and concisely. The scope of resources included should accord with the theme or purpose.
- ALL text should be written in a clear and concise manner; strive for elegance.
- Links must be verified, and information must be evaluated for authority and accuracy, on a regular basis. A check at least every three months is recommended. Criteria exist for making this assessment. This is the responsibility of the page creator or designated maintainer.
- Be sure all time- (e.g., hours of operation) and money- (e.g., fines) based information is accurate.
- University Libraries Web pages are to include **no** instances of copyright infringement. Restricted and/or copyrighted resources must be identified and secured.
- Each item should be annotated unless the text of the link is sufficiently descriptive. Embed links into content-rich text; avoid using the term "click here." (I.e., write as if there were no links in the text.)
- Use no sound unless it can be demonstrated as essential to content.
- Graphics:
  - Provide text equivalents for all images.
  - Limit use of graphic elements for purely decorative purposes; use only graphics which are functional, or which convey the content or context of the information.
  - Use no animation unless it can be demonstrated as essential to content.
  - Test the impact of graphics on performance of typical desktop configurations, on multiple platforms.
- Avoid novelty items. Favor substantive, subject-related material over "cool stuff."

Principles for Organization

[Addresses relationships between pages]

- Web organization should save, not consume, the time of the user. Minimize the number of clicks or nested pages to reach a resource.
- The organization of library web pages should meet the teaching, research, and study needs of the University community.

- Multiple paths should lead users to the same information; take advantage of redundancy when valuable, but avoid all duplication of information or work when possible.
- The most relevant or needed information should be high on the page, and high within the hierarchy of the site.
- Library pages should not be organized to reflect library administrative departments or units. (I.e., users don't necessarily view the organization of information according to the way the library is organized.)
- Users should always have sufficient context to assure an awareness of location throughout the site at any given time.
- Return to the home page should be available from every page.
- Subject pages should have links to the proper department or college pages, where they exist.

Principles for Format

[Addresses internal structure or layout of individual pages; implementation will be a style sheet and/or templates.]

- A common, consistent "look and feel" should be evident among all pages.
  - A standard navigational bar, logo, and set of search and help buttons will be used at the top of all pages.
  - Every page will include a footer, containing:
    - a standard button for return to the home page.
    - the name and e-mail link of a contact person.
    - the date of last update.
    - the page URL, in absolute form.
    - the name of the parent institution.
  - Use a table of contents navigational tool when a page is more than one screen in length.
- Producers or maintainers of pages will comply with the current University WWW style guide.
- Employ an artist's eye and expertise. If you don't have these, obtain the assistance of someone who does.
- The University Libraries home page and other home pages should be one screen in length to prevent the requirement to scroll and to be quick to load.
- Each library web page must have a meaningful title, both displaying on the page and in the title bar.
- New sections of information should be highlighted or otherwise noted or made evident (using a graphic, if desired, specified by the Web Team); such evidence of newness shall be removed after a specified period.
- Identify the file size of downloadable files - especially graphics - in kilobytes or megabytes (e.g., 3K, 1.5MB).
- The identifying page URL should be visible in a printed version of the page.
- A row of images should not exceed the width of the banner.
- Label University Libraries-owned or -provided images, documents, or other resources as such.
- Test items and unfinished items can be posted and will be identified as such.
- A text-only mode for graphic-intensive pages should be offered.
- If the page takes advantage of advanced HTML features, include a disclaimer (e.g., "This page is best viewed with Browser A, version X.")

Return to University Libraries Home Page

University Libraries, Virginia Polytechnic Institute and State University
Send comments to Alan Armstrong or Nicole Auer, webweaver@vt.edu
Last updated: March 10, 1997
URL: *http://www.lib.vt.edu/innerlib/webteam/principles.html*

Guiding Principles for the Libraries Web Initiative

University of Washington Libraries
Revised January 20, 1998

Project Goal

In line with its mission and strategic plan and to best serve faculty, students, staff and extended partners of the University, the Libraries will move to an information systems environment in which the Web will serve as its primary information gateway. The Web gateway will provide a seamless platform to integrate a wide variety of local and remote resources and discovery, delivery, and service tools. The Libraries is pursuing this course for future systems development to meet several goals, challenges and environmental realities.

- The Web is now the platform for literally all development of new information services. The amount and range of material delivered through the Web already exceeds that available through any other protocol. The Libraries will be in-step with the shift of resources to the Web and will be able to better provide services to our users by moving to this environment.

- An increasingly complex range of electronic resources is being produced including traditional literature databases, full text systems with sound and images, numeric databases, image collections, and multimedia materials. The Libraries' current mixed environment of electronic resources cannot take advantage of filtering devices and meta-search functionality that a common integrated system can include. It does not aid users in filtering the mass of information now available and can create significant barriers to access. One of the key challenges in transitioning to a single gateway will be to provide tools that cross over the range of available resources and that can grow in complexity over time with Web developments. Print materials continue to be important resources, and referring to them within this integrated electronic environment is another key challenge.

- It is now technically possible to integrate a full complement of self-service features and tools including seamless linking to document vendors for document delivery, borrower services, profiling and automatic updating in the Libraries information system. A Web gateway to information resources integrated with services and tools will empower the faculty, students and staff to pervasively and conveniently meld information content into their coursework, research and practice.

- The Libraries diverse constituency ranging from undergraduates to doctoral candidates to world-renowned researchers requires an information system that accommodates diverse information and research needs in terms of disciplines, patterns of information needs and tasks, and user expertise and experience. A single gateway provides both opportunities and special challenges in assuring that the information needs of this diverse group are met.

The following describes the key design principles undergirding the gateway and the functionality needed to meet the goal of providing an integrated gateway with seamless linking to tools and resources.

Guiding Principles

1. **User-centric:** The system must be designed, implemented and refined according to user needs to best support the teaching and research missions of the University.

    - The gateway must be designed to transparently integrate discovery, delivery and analytical services with the intent of empowering faculty, students and staff to intuitively and pervasively meld information content in coursework, research and practice.

- The gateway utilizes multiple organizational methods designed to aid users in the intuitive location of resources. A conscious effort is made to avoid organizing principles that are irrelevant to users, e.g. administrative structures, place-bound structures, ownership patterns.
- The gateway must not be place or time-bound. It allows for asynchronous and distance learning.
- The gateway encourages self-sufficiency and self-service through authentication methods and online, non-mediated services features.
- The gateway helps users filter an increasing information glut through its organizational struture and with filtering tools.
- The gateway incorporates tools and mechanisms for instruction including system wide and resource specific "help" files, online tutorials, and other resources.
- The gateway incorporates online assistance via a virtual reference desk provided through e-mail or other technologies.

2. **Supports a diversity of users:** The gateway accommodates a wide range of users in terms of expertise, subject area, type of information need, experience with this and other systems, and equipment used to access the system. The information needs of visitors are supported in accord with the *Service Policy for the University of Washington Libraries* and the University's outreach efforts.
   - The gateway supports a basic search mechanism to handle approximately 80% of the searches.
   - The system supports expanded search functionality for sophisticated information needs including metasearch functionality enabling researchers to simultaneously search several resources and post-search functionality to manipulate and categorize search results. Expanded search functions may be provided through transparent access to a vendor's search interface.
   - The system allows tool personalization and customization including profiling.
   - The system is not browser or application specific. It is designed to work with a range of Web browsers including text-based browsers.
3. **Individualized services in a confidential environment.** Recognizes and treats each user individually to best meet individual information needs and promote individual efficiency in an environment created to preserve confidentiality.
   - Customized services enabled through individual identification are provided optionally allowing for anonymous usage of resources by affiliated and non-affiliated users to the extent permitted by licensing agreements.
   - The gateway enables users to integrate components/functions into their own working space, or their own products.
   - The gateway enables users to create individual profiles to enable customized views of resources.
   - Individual identification (authentication) is managed to handle seamless linking to remote resources with minimal user disturbance.
   - The gateway incorporates automatic notification and current alerting and awareness services.

4. **Supports the instruction goals of the Libraries.** The gateway provides general library instruction and course-integrated instruction tools to assist users and further the instruction goals of the Libraries.

    - Library instruction modules/tutorials are accessible through the gateway.
    - Online help, tutorials and guides for local and remote resources available through the gateway are incorporated.
    - Supports the teaching and research missions of the University.
    - The structure allows integration of library resources with course resources (Web pages, separate databases and tools).
    - Customization features and an open architecture built to be interoperable allow students and faculty to readily incorporate resources into class and research projects.

5. **Iteratively Evaluative.** User feedback is critical to the success and continued refinement of the system.

    - The design incorporates mechanisms for iterative user feedback.

6. **Modularity. Interoperability.** Must be modular and interoperable in order to take advantage of and incorporate emerging and emergent technologies and new resources.

    - The system utilizes a modular design for extensibility and reusability of components.
    - The components need to expose an application programming interface (API) so they can be incorporated into users toolkits in ways the system doesn't support directly.P>
    - The gateway must integrate with systems we don't control (e.g. remote database servers) as it is expected that the percentage of locally mounted content will decrease over time.
    - The gateway should follow/incorporate both formal and defacto industry standards to enhance interoperability and extensibility.
    - The features of the system must be interoperable with class/research specific technologies and knowledge bases.

7. **We are one of many electronic libraries.** The system will provide essential resources, regardless of the format or location.

    - The library coordinates the content, but does not necessarily own it. The system does not distinguish between resident and remote or owned and leased resources, providing a seamless, rational organizational scheme to the user.
    - Information is not limited to English ASCII text. Image collections, numeric datasets, multimedia resources and materials in other languages using non-ASCII character sets will comprise a significant portion of the Libraries' digital library. The gateway is designed to accommodate a range of tools that will grow in complexity over time to allow access to these materials.
    - We will continue to develop partnerships, cooperative arrangements and contracts with governmental organizations, other libraries, and commercial entities to provide content and services.
    - We will continue to build existing partnerships and projects while also seeking new collaborations (UWired, Computing & Communications, Washington State Cooperative

Library Project) to serve our users and provide resources.

8. **Contributes to the organization and dissemination of knowledge.** The gateway provides a method for dissemination of and access to digital collections and finding aids for non-digital collections unique to the University of Washington.

    - The gateway's architecture is designed to be expandable with clear technical standards so that any digital library project will be able to offer data through the system.
    - The organizational paths of the gateway include provision for a growing collection of digital library resources.

Return to the Web Initiative Page | *Return to the Staffweb Page*

E-mail the Web Initiative Steering Committee at wisc@lib.washington.edu if you have questions or comments on this document.

University of Washington Libraries
January 20, 1998

http://libits.library.ualberta.ca/library.html

University of Alberta Libraries
a department of Learning Systems

University of Alberta
Edmonton, Alberta, Canada

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[Alternate version] [Search the Library's Web site]

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Electronic Newspaper Directories

Instructional Film and Video Service

Navigating the Library classes, Fall 1998

Off-campus access to Library resources

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More News....

Learning Systems
University of Alberta

Last update: 12/22/98
URL: http://www.library.ualberta.ca/library.html

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- **General Information about the Brown University Libraries**

  General information on the Brown libraries and their hours of services, guides to collections and services, policies on access and use and campus map.

- **Electronic Resources** - NEW **Try our Proxy Server**

  Josiah the Brown University catalog, OCLC FirstSearch, Britannica Online, Oxford English Dictionary, general resources, humanities and social sciences resources, sciences resources and user guides.

- **Online Request Forms**

  Interlibrary Loan, Electronic Reference, Request for Materials On Order or In-process, Suggested Library Purchase, Comments and Suggestions.

- **Beyond Brown**

  Rhode Island Resources, Boston Library Consortium, Center for Research Libraries, Consortium Of Rhode Island Academic and Research Libraries, and more.

- **Publications, Exhibits, and Digital Projects**

  Bibliofile, Among Friends, Exhibits and more.

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John Foraste, Photographer, University Relations

Brown University Library, Providence, RI 02912, USA
Phone 401-863-2162, Fax 401-863-1272
Questions and comments to rock@brownvm.brown.edu

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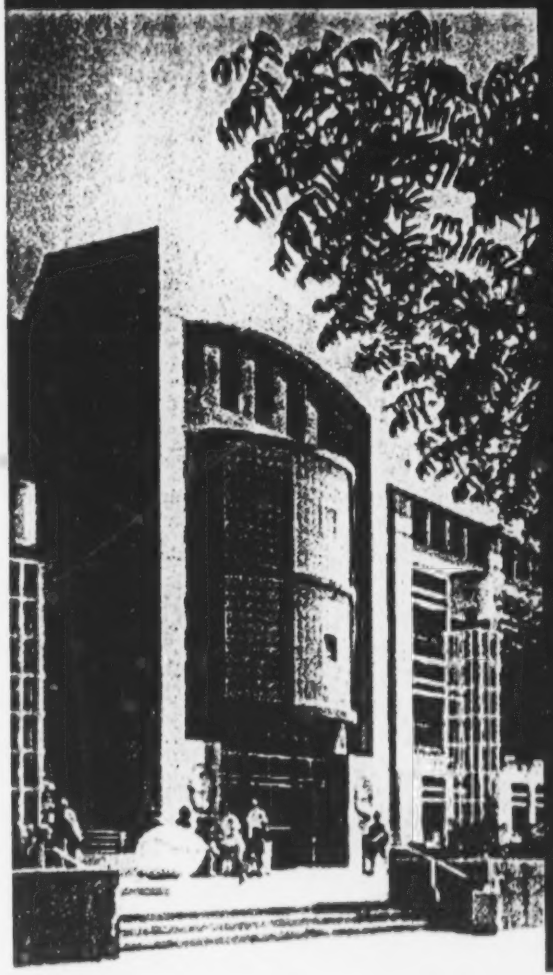
The University Library UC Davis



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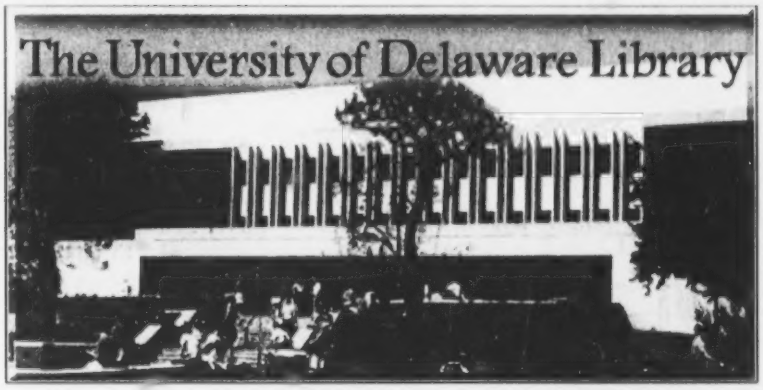

FOR FACULTY

Databases | DELCAT | Search | What's New

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The University of Delaware Homepage

NEW **What's New?** | **Spring Break Schedule** Friday, March 5- Sunday, March 14 | **Library Training**

Electronic Collections

All About LUIS	WebLuis		
	UF Libraries' Catalog	WebLUIS Indexes	UF Course Reserve

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- Indexes & Abstracts
- Journals *(Article Full-text)*
- Newspapers
- Texts
- Library CD-ROMS
- Guide to Other Internet Resources | *Search Engines* | *Other Libraries*...

Library Home Pages

- Architecture and Fine Arts
- Education
- Government Documents
- Health Science Center
- Legal Information Center
- Latin American
- Library West
  ..... *Reference*
  ..... *Business Reference*
- Map & Imagery
- Marston Science Library
- Music Library
- Price Library (Judaica)
- Special Collections
- Smathers Library (East)
- *Other Affiliated Libraries (DPI...)*

UF Libraries' Location Map
Library Floorplans

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- Collections
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For more information on the above headings, go to site map [or scroll down]

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TUG Homepage	TUGdoc Form	Annex Hours and Information	Current Contents
Subject Resources by Discipline		CISTI Source/Swetscan	

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The University of Iowa Libraries

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- Gateway to Online Resources
- Ask a Librarian
- Request Consultation
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- Services to Users with Disabilities
- Library Explorer
- User Education
- Calendar of Events

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- ( ) UI Web
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libraries-wide information system

the university of iowa libraries wide information system

Go to specific branch library...

Go to specific Main Library unit...

Gateway to Online Resources

Includes links to OASIS, Healthnet, and other electronic resources available to University of Iowa students, faculty, and staff.

Library Information and Services

Information about The University of Iowa Libraries, including links to home pages for the Main Library and to each of the branch libraries, as well as links to Libraries-wide services.

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Lilienfeld Library, School of Public Health
Population Center Library, School of Public Health

Libraries at Peabody
Arthur Friedheim Library
Peabody Institute Archives

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Mason Library, Washington DC
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The Applied Physics Laboratory's Library
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Special Collections and Online Services
Britannica Online *(courtesy MSE Library, restricted to the jhu.edu domain)*
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Comments: [illegible]

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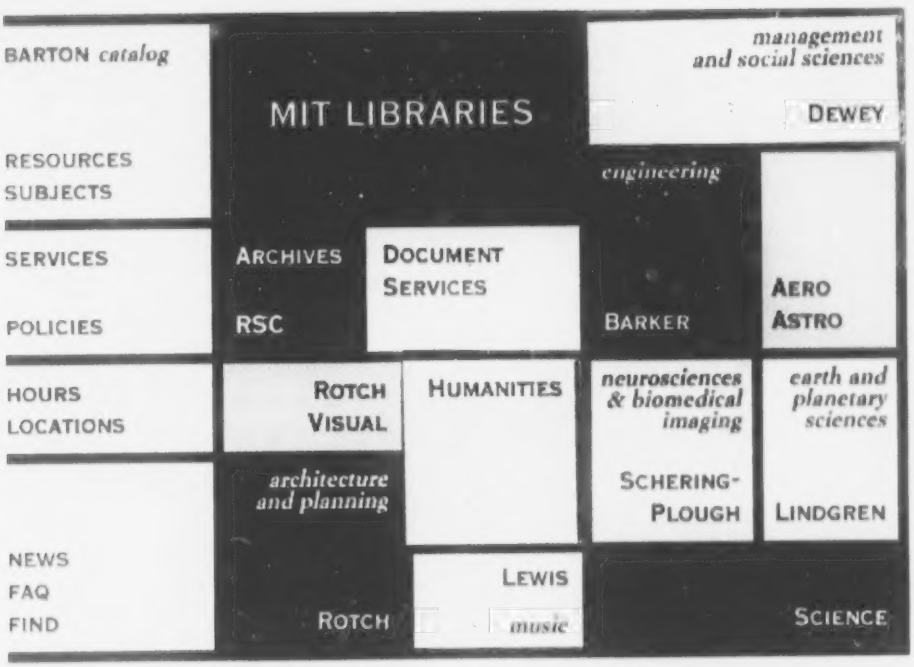

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general information

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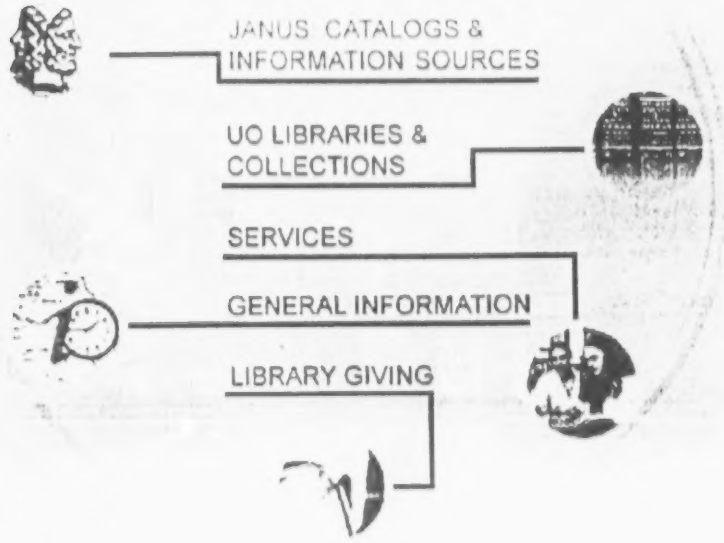
University of Oregon Library System



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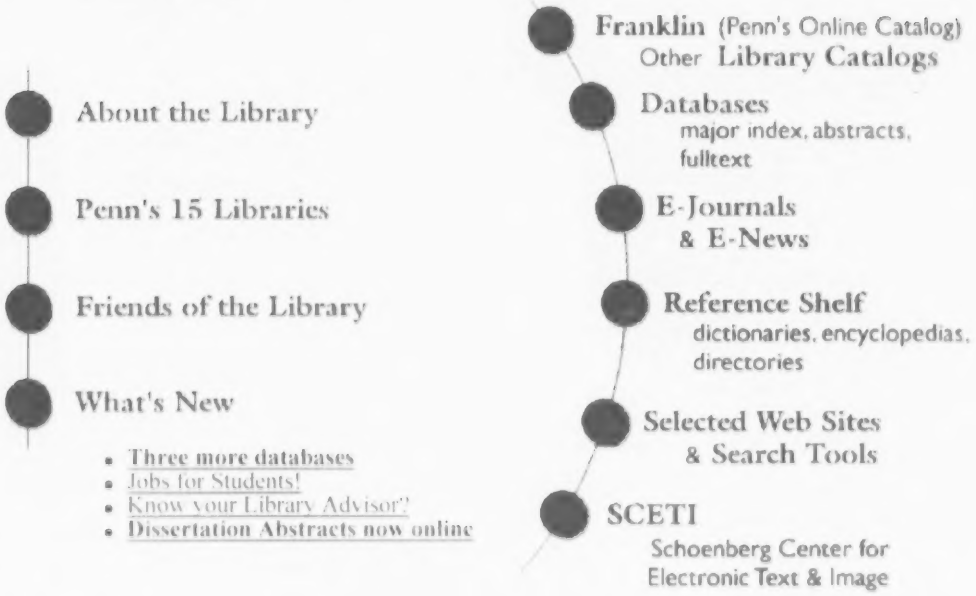
text version of homepage

University of Pennsylvania Library



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Last revised: 26 April 1999
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Smithsonian Institution Libraries

Branch Libraries

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- Databases for Staff
- Electronic Journals

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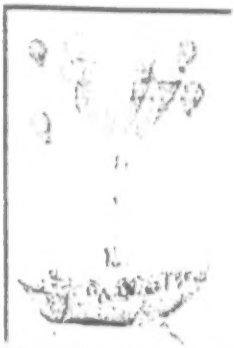
Libraries' Publications
Databases for SI Staff



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- About SIL
- Accessibility
- Staff Directory
- By Subject
- Reference Desk
- Search the Internet

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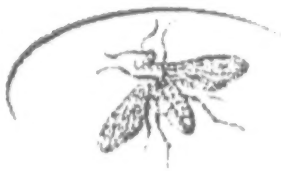
Development
Exhibitions and Programs
Translations
Program



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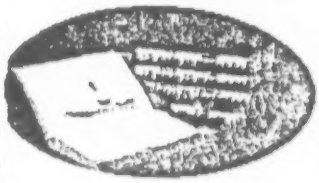
Services
Technical Services
CIRLA



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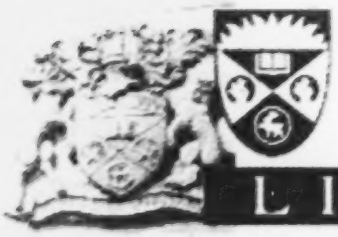

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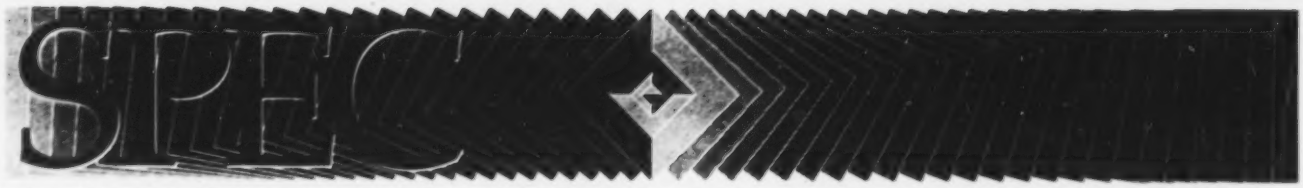

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SELECTED RESOURCES

Cohen, Laura B., and Julie M. Still. "A Comparison of Research University and Two-Year College Library Web Sites: Content, Functionality, and Form." *College & Research Libraries* 60 (May 1999): 275-89.

Fleming, Jennifer. *Web Navigation: Designing the User Experience*. Sebastopol, Calif.: O'Reilly & Associates, 1998.

King, David L. "Library Home Page Design: A Comparison of Page Layout for Front-ends to ARL Library Web Sites." *College & Research Libraries* 59 (Sept. 1998): 458-65.

Musciano, Chuck & Bill Kennedy. *HTML: The Definitive Guide*. 3rd ed. Sebastopol, Calif.: O'Reilly & Associates, 1998.

Niederst, Jennifer. *Web Design in a Nutshell: A Desktop Quick Reference*. Sebastopol, Calif.: O'Reilly & Associates, 1998.

Parker, Roger C. *Roger C. Parker's Guide to Web Content and Design: Eight Steps to Web Site Success*. New York, N.Y.: MIS:Press, 1997.

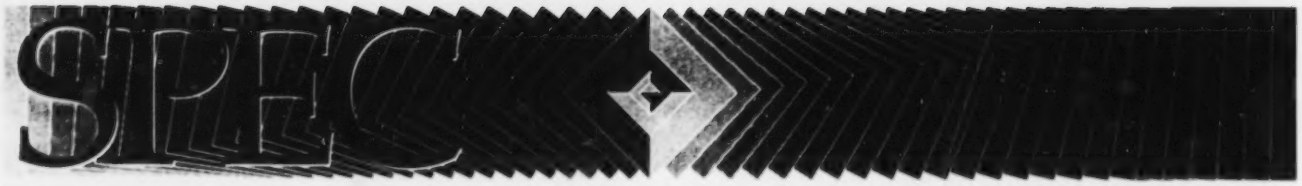
Rosenfeld, Louis, and Peter Morville. *Information Architecture for the World Wide Web*. Sebastopol, Calif.: O'Reilly & Associates, 1998.

Siegel, David. *Creating Killer Web Sites: The Art of Third-Generation Site Design*. 2nd ed. Indianapolis: Hayden Books, 1997.

Spool, Jared M., et al. *Web Site Usability: A Designer's Guide*. San Francisco: Morgan Kaufmann Publishers, Inc., 1998.

Veen, Jeffery. *Hot Wired Style: Principles for Building Smart Web Sites*. San Francisco: Wired, 1997.

Weinman, Linda, and William Weinman. *Creative HTML Design: A Hands-on HTML 4.0 Web Design Tutorial*. Indianapolis: New Riders Publishing, 1998.



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____	SP225	Partnerships Program
____	SP224	Staff Training & Development
____	SP223	TL 3: Electronic Scholarly Pubn
____	SP222	Electronic Resource Sharing
____	SP221	Evol & Status of Approval Plans
____	SP220	Internet Training
____	SP219	TL 2: Geographic Info Systems
____	SP218	Info Technology Policies
____	SP217	TL 1: Electronic Reserves
____	SP216	Role of Libs in Distance Ed
____	SP215	Reorg & Restructuring
____	SP214	Digit Tech for Preservation
____	SP213	Tech Svcs Workstations
____	SP212	Non-Librarian Professionals
____	SP211	Library Systems Office Org
____	SP210	Strategic Planning
____	SP209	Library Photocopy Operations
____	SP208	Effective Library Signage
____	SP207	Org of Collection Develop
____	SP206	Faculty Organizations
____	SP205	User Surveys in ARL Libs
____	SP204	Uses of Doc Delivery Svcs
____	SP203	Reference Svc Policies
____	SP202	E-journals/Issues & Trends
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____	SP200	2001: A Space Reality
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____	SP198	Automating Preserv Mgt
____	SP197	Benefits/Professional Staff
____	SP196	Quality Improve Programs
____	SP195	Co-op Strategies in Foreign Acqs
____	SP194	Librarian Job Descriptions
____	SP193	Lib Develop & Fundraising
____	SP192	Unpub Matls/Libs, Fair Use
____	SP191	Prov Pub Svcs Remote User
____	SP190	Chang Role of Book Repair
____	SP189	Liaison Svcs in ARL Libs
____	SP188	Intern, Residency & Fellow
____	SP187	ILL Trends/Staff & Organ
____	SP186	Virtual Library
____	SP185	System Migration
____	SP184	ILL Trends/Access
____	SP183	Provision of Comp Print Cap
____	SP182	Academic Status for Libns
____	SP181	Perf Appr of Collect Dev Libn
____	SP180	Flexible Work Arrangemts
____	SP179	Access Services Org & Mgt
____	SP178	Insuring Lib Colls & Bldgs
____	SP177	Salary Setting Policies
____	SP176	Svcs for Persons w/Disabilities
____	SP175	Scholarly Info Centrs
____	SP174	Expert Systems
____	SP173	Staff Recognition Awards
____	SP172	Information Desks
____	SP171	Training of Tech Svc Staff
____	SP170	Organization Charts
____	SP169	Mgt of CD-ROM
____	SP168	Student Employment
____	SP167	Minority Recruitment
____	SP166	Materials Budgets
____	SP165	Cultural Diversity
____	SP164	Remote Storage
____	SP163	Affirmative Action
____	SP162	Audiovisual Policies
____	SP161	Travel Policies
____	SP160	Preservation Org & Staff
____	SP159	Admin of Lib Computer Files
____	SP158	Strategic Plans
____	SP157	Fee-based Services
____	SP156	Automating Authority Control
____	SP155	Visiting Scholars/Access
____	SP154	Online Biblio Search
____	SP153	Use of Mgt Statistics
____	SP152	Brittle Books Program
____	SP151	Qualitative Collect Analysis
____	SP150	Bldg Security & Personal Safety
____	SP149	Electronic Mail
____	SP148	User Surveys
____	SP147	Serials Control/Deselection
____	SP146	Lib Dev Fund Raising Capabilit
____	SP145	Lib Publications Programs
____	SP144	Building Use Policies
____	SP143	Search Proced Sr LibAdmin
____	SP142	Remote Access Online Cats
____	SP141	Approval Plans
____	SP140	Performance Appraisal
____	SP139	Performance Eval: Ref Svcs
____	SP138	University Copyright
____	SP137	Preservation Guidelines
____	SP136	Managing Copy Cataloging
____	SP135	Job Analysis
____	SP134	Planning Mgt Statistics
____	SP133	Opt Disks: Storage & Access
____	SP132	Library-Scholar Communication
____	SP131	Coll Dev Organization
____	SP130	Retrospective Conversion
____	SP129	Organization Charts
____	SP128	Systems File Organization
____	SP127	Interlibrary Loan
____	SP126	Automated Lib Systems
____	SP125	Tech Svcs Cost Studies
____	SP124	Barcoding of Collections
____	SP123	Microcomp Software Policies
____	SP122	End-User Search Svcs
____	SP121	Bibliographic Instruction
____	SP120	Exhibits
____	SP119	Catalog Maintenance Online
____	SP118	Unionization
____	SP117	Gifts & Exchange Function
____	SP116	Organizing for Preservation
____	SP115	Photocopy Services
____	SP114	Binding Operations
____	SP113	Preservation Education
____	SP112	Reorg of Tech and Pub Svcs
____	SP111	Cooperative Collection Dev
____	SP110	Local Cataloging Policies
____	SP109	Staff Training for Automation
____	SP108	Strategic Planning
____	SP107	University Archives
____	SP106	Electronic Mail
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____	SP103	Asst/Assoc Dir Position
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____	SP096	Online Catalogs	____	SP062	Online Biblio Search Svcs	____	SP028	Gifts & Exchange Function
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____	SP092	Interlibrary Loan	____	SP058	Goals & Objectives	____	SP024	User Surveys
____	SP091	Student Assistants	____	SP057	Special Collections	____	SP023	Grievance Policies
____	SP090	Integrated Lib Info Systems	____	SP056	External Communication	____	SP022	Private Foundations
____	SP089	Tech Svcs Cost Studies	____	SP055	Interml Com/Staff & Superv Role	____	SP021	Paraprofessionals
____	SP088	Corporate Use of Research Libs	____	SP054	Internal Com/Policies & Proced	____	SP020	Managerial Technical Specialists
____	SP087	Collect Descript/Assessment	____	SP053	Performance Appraisal	____	SP019	Staff Allocations
____	SP086	Professional Development	____	SP052	Cost Studies & Fiscal Plan	____	SP018	Staff Development
____	SP085	Personnel Classification Sys	____	SP051	Professional Development	____	SP017	Library Instruction
____	SP084	Public Svcs Goals & Objectvs	____	SP050	Fringe Benefits	____	SP016	Reclassification
____	SP083	Approval Plans	____	SP049	Use of Annual Reports	____	SP015	Goals & Objectives
____	SP082	Document Delivery Systems	____	SP048	External Fund Raising	____	SP014	Performance Review
____	SP081	Services to the Disabled	____	SP047	Automated Cataloging	____	SP013	Planning Systems
____	SP080	Specialty Positions	____	SP046	Plan Future of Card Catalog	____	SP012	Acquisition Policies
____	SP079	Internships/Job Exchanges	____	SP045	Changing Role Personnel Officer	____	SP011	Collection Development
____	SP078	Recruitment-Selection	____	SP044	Automated Acquisitions	____	SP010	Leave Policies
____	SP077	Use of Small Computers	____	SP043	Automated Circulation Sys	____	SP009	Tenure Policies
____	SP076	Online Biblio Search Svcs	____	SP042	Resource Sharing	____	SP008	Collective Bargaining
____	SP075	Staff Development	____	SP041	Collection Assessment	____	SP007	Personnel Class Schemes
____	SP074	Fees for Services	____	SP040	Skills Training	____	SP006	Friends of the Lib Organization
____	SP073	External User Services	____	SP039	Remote Storage	____	SP005	Performance Review
____	SP072	Executive Review	____	SP038	Collection Dev Policies	____	SP004	Affirmative Action
____	SP071	User Surveys: Eval of Lib Svcs	____	SP037	Theft Detection & Prevent	____	SP003	A Personnel Organization
____	SP070	Preservation Procedures	____	SP036	Allocation Materials Funds	____	SP003	Status of Librarians
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